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ABSTRACT

The handbook consists of a series of bibliographies of instructional materials published in the United States and Canada which are considered suitable or readily adaptable for the education of gifted and talented students at elementary and secondary levels. An introductory section describes the handbook's purpose, intended audience, content and organization, and related considerations. The section entitled "Professional References" consists of five annotated bibliographies: journals, magazines for children, parent references, teacher references, and supplementary teacher references. The section entitled "Instructional Materials" consists of two annotated bibliographies, one listing selected curriculum materials and the other audiovisual and computer resources. Major sources consulted in preparing the handbook are cited, and a directory of addresses of publishers and distributors is also provided. A title index concludes the document. (JW)

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Handbook of Instructional Materials for Education of the Gifted and Talented

1986

Shirley A. Henslowe
The University of Lethbridge

under contract to

Alberta Education
Planning Services

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ABOUT THE AUTHOR

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Please Note

The views and recommendations expressed in this project are those of the author and not necessarily those of Alberta Education.

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Planning Services

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FOREWORD

A current priority of the Planning Services Branch of Alberta Education is that of attention to education for special needs students in the province, including students who are gifted and talented. Therefore, Alberta Education has strongly encouraged the initiation of projects and research studies in this curricular area during recent years.

According to certain guidelines prepared by Planning Services, such studies and projects must meet a number of criteria. Broadly speaking, the work must, first, be of good quality overall and, secondly, have potential application "beyond a single school jurisdiction".¹ As well, there must exist "potential for improving education received by students in the subsequent 2-3 years after project completion".²

More specifically, any studies or projects in the area of gifted and talented are to be "directed at evaluating existing programs, and situations, and advancing recommendations for improving the education provided to students".³ The handbook of instructional materials, then, was prepared to meet the broader criteria and to support the more specific goal of improving education for gifted and talented students, the potential contribution of materials to program improvement having been assumed.

In planning the handbook, a number of factors had to be considered, including the potential audience, appropriate range of content and most logical organization. Accordingly, the book is organized into several sections, each focussed on somewhat different content and aimed at different audiences.

The first major section, following the Introduction to the handbook, is a

¹*Educational Projects Grants: 1985-86, Priorities and Application and Procedures.* (March, 1985). Edmonton, Alberta: Planning Services Branch, Alberta Education. p. 1.

²Ibid

³Ibid p. 2.

series of five bibliographies. The series includes: references on journals; magazines for children; parent readings and two bibliographies for teachers, one annotated and the other a supplementary list. While the magazines are more general in content, they are still considered to be potentially useful for instruction of the gifted and talented. The entire section is categorized as *Professional References* (coded as *P. Ref.* in parts of the book.)

The second and major portion of the book is labelled *Instructional Materials* (coded as *I.M.* in parts of the book) and consists of two annotated bibliographies. The first involves a broad range of materials that are suitable for classroom (or home) use while the other includes audio visual and computer materials.

All bibliographies in the "Professional References" and "Instructional Materials" sections were prepared by the author, except the last-mentioned (audio visual and computer) which was compiled by Dr. Garnet Millar of Alberta Education.

To supplement or extend all of the above content, three other sections are included in the handbook. These are: a list of sources used by the author to help prepare the handbook; an extensive listing of publishers' and distributors' addresses and, lastly, a comprehensive index of titles. The index also provides additional information about most items, especially the items in the main instructional materials bibliography.

As a further aid to easy and logical processing of the content, such organizers are used as a three-ring binder format, dividers and title pages for each bibliography.

In preparing this first version of the handbook, every attempt was made, within the time available, to include practical and accurate information about publishers, dates, costs and other such details; such information, of course, tends to date quite rapidly. In time, Alberta Education may wish to consider preparation of a revised edition in order to bring the content up to date and to incorporate any suggestions made by readers about the first edition.

ACKNOWLEDGEMENTS

In order to initiate and complete such a major project as the handbook, the assistance, moral support and advice of a number of people was required. Without their help, the work simply could not have been completed within the particular time frame nor would the overall experience have been nearly as satisfying as it was.

For the initiative and foresight shown in making this aspect of curriculum a current priority, *the Minister of Education, Alberta Education* and its *Planning Services Branch* should, I believe, receive high praise. Potentially, many educators, parents and students should benefit over time from this attention to the needs of the gifted and talented in the province.

More, specifically, I wish to acknowledge several representatives of Planning Services Branch for their helpful contribution to phases of the project. *Dr. H. Irving Hastings*, Director and *Dr. Warren E. Hathaway*, Associate Director, offered support and practical advice during the initial stages, that is, those involving the proposal and contract. Their mutual openness to exploring the possibilities, procedures and common objectives was most appreciated.

I am very grateful also to *Dr. Clarence H. Rhodes*, Education Consultant, who served as the project representative for Planning Services during 1985-86. His enthusiasm for this area of the curriculum, his sound advice on several occasions and interest in the progress of the work were all greatly valued.

Another member of Alberta Education who deserves my sincere thanks is *Dr. Garnet W. Millar*, Project Manager for the Integrated Occupation Program in Edmonton. While a Consultant in Lethbridge Regional office and throughout the project, he was most encouraging and helpful. Whatever the phase involved, from initiation to completion, *Dr. Millar* was always willing to listen, read and react.

I am grateful, as well, to *Clarence Rhodes* and *Garnet Millar* for their willingness to serve as members of the Steering Committee for the term of the project.

A third member of the Steering Committee was *Dr. Eric Mokosch*, Dean of Education at The University of Lethbridge. I appreciated his involvement in both that capacity and in other ways. For instance, he provided sensible, succinct advice during the proposal stage and facilitated access to university space and services needed for the project.

My deepest gratitude is extended to *Barbara Krushel*, Secretary, for her dedication, cheerfulness throughout and her high degree of technical competence: she was always willing to "go the extra mile" and, then some. Her assistance was simply invaluable in completing the project.

Pamela Ross, a Research Assistant in the winter of 1986, was an optimistic and able worker who helped make a potentially tedious phase of the project a pleasurable time instead. Her classroom and school library experience were definite assets for this type of work. It was the project's loss, therefore, and a school district's gain when she left for a full time teaching position in April.

Working from rough designs of main and subtitle pages for the handbook, *Marlo Steed*, Academic Assistant (Education) at the University of Lethbridge, prepared numerous drafts on a micro computer. I am very thankful for his skill in this area as well as his patience and flexibility.

Some lists of materials that were either prepared or volunteered by several people, also enhanced the research process and handbook content. *Susan Leavitt* (Cardston), Research Assistant in the fall of 1985, is recognized for preparing a partial bibliography of the university library's holdings on gifted and talented education and for provision of two lists of materials from educational centres in Calgary and Edmonton. *Clarence Rhodes* kindly sent me two pertinent bibliographies. Also, two very useful lists of materials were made available by *Mrs. Lillian Tickle* (Calgary). And, *Garnet Millar* adapted and expanded his existing bibliography of audio visual/computer materials for

inclusion in the handbook.

In terms of specific requests for lists of materials and catalogues, the response from school districts, departments of education, universities and publishers was very gratifying. Title listings from two resource people in the United States were especially appropriate. My thanks for these is expressed to *Dr. Deborah Burns* of the University of Connecticut and *Susan Tomlinson* of Ball State University, Indiana.

For their reading of the handbook and critical reactions, I thank *Gary Heck*, Curriculum Coordinator, Humanities, Lethbridge School District No. 51, *Marlene Stasiuk* (Coaldale), a graduate of the University of Lethbridge and a concerned parent and teacher, and *Pamela Ross*.

Access to materials was, of course, essential to completing the project. I wish to acknowledge the Calgary Board of Education and, in particular, *Mrs. Lillian Tickle*, Program Specialist for the opportunity to use the district's central collection of materials for the gifted and talented. It was a great pleasure to work with such a cooperative and capable colleague.

To others at the University of Lethbridge for their moral support, advice or occasional involvement I extend my appreciation. These are: *Dr. Ian D. C. Newbould*, former Director of Research Administration; *Dr. Myrna Greene*, Director of the Education, Research, Evaluation and Development Centre; *Mrs. Barbara Huston*, Coordinator, Curriculum Laboratory; *Dr. Julie Ellis*, Assistant Professor and Coordinator of the three-year Gifted and Talented Project and *Dr. Anne Murtagh*, Associate Professor, Language Arts.

TABLE OF CONTENTS

	Page
Foreword	iii
Acknowledgements	vi
INTRODUCTION	
<i>Purpose</i>	2
<i>Intended Audience</i>	2
<i>Handbook Development: Overview</i>	2
<i>Content and Organization</i>	4
<i>Selection of Materials</i>	7
<i>Suggested Uses of the Handbook</i>	9
<i>Implications of the Project</i>	11
PROFESSIONAL REFERENCES	
Selected <i>Journals</i> on Education for the Gifted and Talented, Alberta Education, 1986	15
Selected <i>Magazines for Children</i> for Education of the Gifted and Talented, Alberta Education, 1986	23
Selected <i>Parent References</i> on Education for the Gifted and Talented, Alberta Education, 1986	29
Selected <i>Teacher References</i> on Education for the Gifted and Talented, Alberta Education, 1986	39
Selected <i>Supplementary Teacher References</i> on Education for the Gifted and Talented, Alberta Education, 1986	53

INSTRUCTIONAL MATERIALS

Selected *Instructional Materials* for Education of
the Gifted and Talented, Alberta Education, 1986 60

Selected *Audio Visual and Computer Resources* for
Education of the Gifted and Talented, Alberta
Education, 1986 121

SELECTED SOURCES OF INFORMATION:

Materials Project on Education for the Gifted
and Talented, Alberta Education, 1986 154

DIRECTORY OF ADDRESSES FOR PUBLISHERS

AND DISTRIBUTORS: Materials Project on
Education for the Gifted and Talented, Alberta
Education, 1986 160

INDEX 180

INTRODUCTION

Since the late 1970's, Alberta Education has endorsed and funded several publications on education for the gifted and talented. The publications have included literature reviews, reports on specific programs, studies of selected topics and such practical guides as the *Handbook of Instructional Materials for Education of the Gifted and Talented* (referred to below as the *materials handbook*). Each of these projects, in its own way, is intended to support the common goal of improving education for the gifted and talented students in the province, a priority goal of Alberta Education.

Of the various publications, two in particular are clearly related as to general intent and aspects of content. One is *Educating Gifted and Talented Students in Alberta: A Resource Manual*, a publication coordinated by Garnet Millar of Alberta Education; the other is the *materials handbook* mentioned above. The former was completed in the spring and latter in the summer of 1986.

As the first-completed of the two projects, the *resource manual* has a broader purpose. Essentially, its goal is to help improve education for gifted and talented students (G/T students) by providing guidance on planning and implementing programs. Therefore, it includes background on such topics as: definitions and characteristics of the gifted; identification procedures; lists of assessment instruments; sample curriculum models and teaching guidelines based on selected cognitive and affective areas. It is, in essence, a basic programming guide for education of G/T students in Alberta.

In a general sense, the *materials handbook* might well serve as a logical complement to the resource manual. Although not as broad in focus, it is also intended to help improve education for G/T students in the province. Since the handbook is described more fully below, however, it is simply mentioned here that the two publications *can and do supplement each other*; in fact, this interactive use could be regarded as one of the more appropriate outcomes of the respective projects.

Despite the obvious relationship between the two books, *each can be used readily without the other*. The contents are sufficiently clear and complete to allow independent use of either according to readers' needs and interests.

Aside from discussing these broad connections between the two projects, *the main intent here* is to describe the materials handbook in terms of: its purpose; intended audience; development; content and organization; selection procedures; potential use and implications of the project.

PURPOSE

The *Handbook of Instructional Materials for Education of the Gifted and Talented* is designed to provide ready access to appropriate references and instructional materials for those involved in this special area of education. "Ready access", as used here, refers largely to inclusion of information beyond that found in standard citations; most items cited in the book are supported by such information as prices, levels of use, number of pages and capsule descriptions.

INTENDED AUDIENCE

In a general sense, the audience is designated in the statement above by the term *those involved*. More precisely, the phrase is meant to include such groups as: teachers and school administrators at all levels; parents; community workers and, as considered to be practical, the gifted learners themselves.

HANDBOOK DEVELOPMENT: OVERVIEW

On June 21, 1985, a proposal by the author suggesting development of such a handbook was approved for funding by Alberta Education (Planning Services Branch). Subsequently, in the late summer and fall, work was begun on a part-time basis at The University of Lethbridge, then continued on a full time basis during the author's sabbatical leave from the university (January to June, 1986).

Once underway, the project entailed *three major stages*, which are

described briefly below. In actuality, these processes overlapped to some degree as seems to be typical of multi-faceted, long term activities.

Stage One

During this period, emphasis was placed on *locating a suitable information base* from several sources, for example, from library collections and publishers. Tentative decisions were made, as well, about the specific organization and content of the handbook. This phase, in all, took about four months of part-time work.

Stage Two

The emphasis was gradually shifted from the activities above to *selecting materials* for the handbook. Decisions were made, too, about such matters as the particular computer program to be used, bibliographic style, the index format and possible expansion of the professional references concept. In addition, over 90 annotations on professional references were written. Approximately four months of part and full time work was involved.

Stage Three

In this final stage, much attention was devoted to *writing annotations* for the instructional materials; adapting the audio visual/computer bibliography for inclusion in the handbook; designing the title pages; writing the introduction and making final decisions about all technical matters.

Considerable time was spent, too, in developing clear introductory statements to help guide readers in their use of all sections, especially the instructional materials and index sections. In the process, *the total text was coordinated* as to consistency of style and format. Somewhat over four months was needed to complete this last phase.

In late July, 1986, *the project was brought to a close* with the submission to Alberta Education (the Planning Services Branch) of a publishable copy of the handbook manuscript; at the same time, a separate synopsis of the content was submitted for use or adaptation by the Department.

CONTENT AND ORGANIZATION

In such descriptions, it is often difficult to separate the content of a publication from its organization; in the case of the handbook, the two aspects are so strongly interrelated that it seems only logical to describe the highlights of both within the same section.

To a large extent, the intended goal of developing a ready reference on materials for the gifted and talented dictated the most *appropriate packaging* of the handbook, i.e., use of a three-ring binder, dividers, labelled tabs and separate title pages for sub-sections. This format, it is felt, facilitates not only *easy retrieval* of specific items, but also *potential expansion* of individual sections.

In choosing a *suitable title* for the book, such factors were weighed as its perceived clarity, appropriateness and practicality; above all, was the desire for a brief basic title that conveyed the book's primary intent of supporting instructional planning. Eventually the existing title (*Handbook of Instructional Materials for Education of the Gifted and Talented*), was chosen over a logical alternative (*Handbook of Professional References and Instructional Materials for Education of the Gifted and Talented*). The title is considered to be sufficiently brief and basic; also, any of the materials cited are potential sources of program planning and, in the broad sense therefore, all are "instructional materials".

The *main parts* of the handbook include an introduction, several bibliographies, a directory of publishers' addresses and a comprehensive index. Only two of these seem to require further explanation at this point, specifically, the bibliographies and the index.

Bibliographies

There are two major bibliographic sections, one titled *Professional References* and the other *Instructional Materials*. These concepts emerged partly from the author's previous work with materials and partly from ongoing decisions about the most sensible arrangement of items; this categorized arrangement, it is felt, should facilitate diversified use of the book and easier

access to certain types of items.

Professional References

The *Professional Reference* bibliography (coded as *P. Ref.* in parts of the book) is designed to include books and periodical readings for teachers, parents and, in some cases, children. More specifically, there are five bibliographies, namely, one each on journals, magazines for children and readings for parents and two sets of readings for teachers. Although more general in content, a bibliography on magazines for children is provided as another potential resource for bright children. Overall, there are more than 200 materials noted here, about 95 of them annotated and the others cited in context or separately.

Instructional Materials

The second major section, labelled *Instructional Materials* (coded as *I.M.* in parts of the book) contains a bibliography of practical materials that are potentially suitable for either self-directed or guided learning. (Note, that as stated in a previous section, tests and measurement materials are listed in the Millar resource manual).

As well, there is a separate bibliography of *audio visual and computer materials* (coded as *AV/Computer* in parts of the book), which was compiled by Garnet Millar and includes many materials that are available through Access Network. Although the AV/computer content consists of both professional references and instructional materials, the dominant thrust seems to be on the latter - thus, its placement within the I.M. category. In the I.M. bibliography, then, there are more than 200 materials cited, almost all of them in annotated form.

Additional Information: Bibliographies

In all, there are *eight* main bibliographies, five within the professional references category, two within the instructional materials section and an *eighth bibliography* in which are listed over 40 references used to develop the handbook.

Of the seven main bibliographies, *six* are *annotated in either descriptive or critical form*. With the exception of the AV/Computer section, the annotations were written largely by the handbook author; where any critical reviews of materials were used as a supplement or another person was involved, these sources are credited at the end of annotations.

To aid the reader in using the bibliographies, each of the eight is prefaced by distinctive titles and brief introductory statements. As the most complex of the bibliographies, the instructional materials section (I.M.) is preceded by a detailed explanation that relates to both its content and that of the index.

Lastly, it should be noted that an *annotation pattern* was developed by the author for the instructional materials. That pattern is fully explained in the brief text preceding the main I.M. bibliography and illustrated by numerous examples throughout.

The Index

Apart from the bibliographies, the other most significant feature of the handbook is its index. While it was relatively easy to decide that an index should be included, it was much more *difficult to choose its most logical and manageable form*. Several variables influenced the decision, including the feasibility of development, usefulness for the reader and possible index formats. In regard to formats, it was debated whether an author, a title or subject index, or all three, should be provided; also, the possibility was explored of separate indexes, say, according to skill categories, range of grade levels and subject areas.

When most of these possibilities and other factors had been weighed, it was decided to develop a *title index supplemented by coded information about individual items*. This seemed to be one of the more practical formats for the reader while being reasonably manageable to prepare in terms of time, length of index and the technicalities involved.

To explain its organization and codes, a detailed introduction to the index was prepared (following the pattern of that presented in the I.M.). As

needed, too, the index contents were cross-referenced to each bibliography.

SELECTION OF MATERIALS

There are a number of useful literature sources that provide background on the analysis and selection of educational materials. Guidance that is generalizable to all types of materials is found in publications from the EPIE Institute (1967 on), in Kunder (1976) and Gall (1981), while somewhat more specialized guidelines are given both in Karnes and Collins (1984) and an article by Passow (1986). For those wishing to pursue study of selection procedures and criteria, any of these readings are recommended. The objective, here, though is not to discuss representative guidelines from the literature but to outline the main criteria used by the author in choosing most titles for the handbook (i.e., journals, magazines, parent references, teacher references and items in the first I.M. bibliography).

Criteria for Selection

The criteria that emerged during the project are categorized under the concepts of *essential* and *desired* criteria. *Essential criteria* are those that were applied to *every item* with rare exception. *Desired criteria* are those that were applied as consistently as possible to all items.

ESSENTIAL CRITERIA

1. The material was *in print* at the time of handbook completion. Among the several hundred items cited, there are only a few out-of-print titles mentioned.
2. An item was annotated only if supported by *sufficient current information*; that is, such information was available as the price, level of use and publisher's address.
3. The material was considered to be either *suitable* for gifted and talented students or *readily adaptable* for such use. See also: the explanation following "Desired Criteria".

DESIRED CRITERIA

1. The material was written or developed by a *well-known educator/author* in the field of gifted and talented education.
2. The item was *commonly cited, described or recommended* in a number of credible publications or bibliographies.
3. A *verbal recommendation* about an item was made by one or more individuals.
4. The material had received one or more favourable *written reviews*.
5. The item was published by a *publisher who specialized* in materials for G/T students.
6. *Firsthand examination* was made of an item, whenever possible.
7. *Overall*, the author based selection procedures in the project on: her work in G/T education, (including knowledge of pertinent materials); her library training/experience and such related experience as teaching university courses on the selection and evaluation of language arts materials.

It is felt that the ten criteria above are self-explanatory with the exception of one; the concept of "adaptable materials" seems to need elaboration.

Inclusion of Adaptable Materials: Rationale

Anyone surveying the current range of trade materials might conclude that there is an impressive number of items designed specifically for G/T programs. On closer examination, however, one may find that there are not as many *appropriate materials* as was first assumed; "appropriate", as used here, means materials that provide sufficient diversity and challenge for very capable students. In the introduction to their handbook on G/T materials, Karnes and Collins (1986) acknowledge this lack, stating that, "*there are relatively few commercial materials designed for the gifted*". p. 23. Many experienced classroom and resource room teachers, of course, may be well aware of this apparent discrepancy between the quantity and appropriateness of materials for gifted students.

This awareness however, need not necessarily daunt teachers or others involved in selecting and using G/T materials. It is recognized that many

teachers are both knowledgeable and resourceful enough to *adapt materials*, whatever the ability level of their students; in fact, they simply regard the adjusting of programs and materials as a part of everyday teaching. Most teachers would agree that the *time needed* to adapt such materials is far more often the inhibiting factor than their willingness or competence to do so.

This is not to suggest, though, that adjusting these materials for the gifted and talented is other than a demanding and sophisticated task. In this regard, Karnes and Collins (1984) stated that the "content must be restructured to incorporate concepts, thinking skills, cognitive processes and other dimensions of learning" suited to the needs of the gifted. p. 23.

The above observations, then, seem to have *implications* not only for *programming* but also for *developing collections of resource materials* for the gifted and talented. Before using the handbook, therefore, the reader is alerted to the *three categories of materials* that were considered during the selection process. All three, as listed below, are represented within the major bibliographies.

General Categories of Materials Selected

1. Materials that are *directly appropriate* for G/T students and programs in terms of providing sufficient challenge and opportunities for differentiated instruction.
2. Materials that fall logically within the *enrichment* category i.e., those suitable for the extension of learning. These may be suitable in either their existing form or may require adaptation for use in G/T programs.
3. Materials that are suitable for *several intellectual levels*, but that still could be adapted for use with very capable students.

SUGGESTED USES OF THE HANDBOOK

Although, as stated above, the handbook is regarded as being a potentially practical source in itself, *it is not intended to be used in isolation or to encourage dependency on commercial materials*. Ideally, it should be viewed

instead as *one of many resources* for planning balanced, sound programs for the gifted and talented.

Another resource, for instance, is *the learning environment* within the school (or home), that is, what Rogers (1983) referred to as the "climate that encourages significant, self-reliant learning". p. 134. Also to be considered, are *human sources*, including those educators who foster a creative environment and facilitate learning. As Rogers said, the "facilitative" teacher "concentrates on providing all kinds of resources" that can help "experiential learning relevant to the student's needs". p. 148. In our society, too, there is a wide range of *learning resources* at hand for teachers and students to use - the world around us, everyday occurrences and such media as encyclopedias, atlases, dictionaries, pictures, newspapers, radio broadcasts and television programs.

Rogers, summed it up well in discussing the role of resources. "I am thinking", he explained, "not only of the usual academic resources" such as films, books, laboratory equipment, maps, journal articles and work space. I am also thinking of human resources - people who might contribute and interest students". p. 148. In discussing the concept of a "person-centred mode", he added that "a facilitator provides learning resources within herself and her own experiences...." She also can encourage students to contribute resources and experiences, with which they are familiar while she, in turn, "opens doors to resources outside the experience of the group". p. 188.

With this broader perspective of creative and correlated instruction in mind, the potential uses of the handbook are outlined below. Of the 11 suggestions noted below, one is *product-centred* and the others are *process-centred*.

PRODUCT-CENTRED USE

The handbook, in itself, is intended to provide a cohesive and ready *reference* for use by educators.

PROCESS-CENTRED USES

In terms of materials for education of the gifted and talented, the handbook can provide a base for:

1. Extending and reinforcing an individual's knowledge of professional references and instructional materials.
2. Planning short or long term instruction.
3. Helping prepare inservice on materials for interested groups, either educators or parents.
4. Building or extending a collection of materials, say an education library or a resource room collection.
5. Helping others to select materials, for example, in teacher-parent or supervisor-teacher consultations.
6. Gathering ideas for preparation of teacher-made materials.
7. Identifying materials that can be adapted for G/T instruction.
8. Compiling a district publication of teacher-made materials for which the handbook's model of content and organization might be followed or adapted.
9. Compiling additional items or bibliographies of commercial materials including professional references...as in 8 above.
10. Updating such information as prices, editions and dates as the handbook is used. Since the information is clearly laid out, these changes will be straightforward.

IMPLICATIONS

Based on the outcomes of the project, there seem to be at least *two implications for school systems* in the province.

School Systems

1. According to individual system's needs, attention should be given to increasing the awareness and knowledge of teachers and administrators about materials for the gifted and talented, both

professional references and instructional materials.

Ways in which this might be accomplished are by:

provision of appropriate inservice, with the assumption that personnel and funding will be available as required. It is suggested that a district supervisor, consultant or teacher of the gifted might serve as a resource person for such inservice.

development or expansion of a relevant collection of material, say in a district resource centre, with the same assumption for funding and personnel.

use of the handbook and other such references on a continuing basis to help plan and implement relevant programs.

2. Attention should be given to the organization and/or development of resources within a school system.

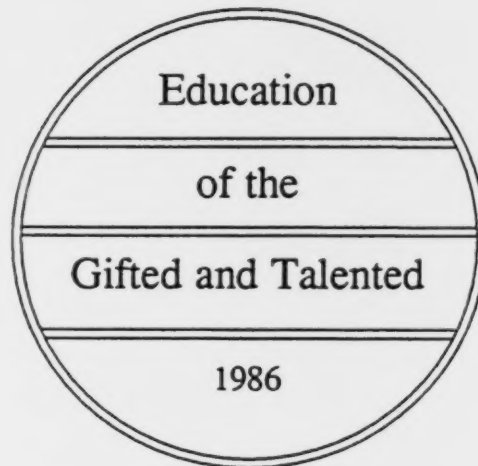
Ways in which this might be accomplished are by:

organizing or developing a district-based resource book or file box of teacher-made materials, assuming that funding and personnel will be available, as required. Ideally, such a collection should be supported by both clear frames of reference and complete enough information to make it useable in the district and beyond.

preparing a district-based resource book or file box of brief critical annotations of commercial materials that teachers in that system have rated highly. The prerequisites mentioned above for personnel, funding and potential useability also apply here.



Selected Journals



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SELECTED JOURNALS ON EDUCATION
FOR THE GIFTED AND TALENTED:
ALBERTA EDUCATION, 1986

Fifteen journals and magazines about gifted children and education are described here, all of which are considered to be suitable for adult reading (parents, teachers) and some for both adult and children's use; several other materials are mentioned as well in the context of certain annotations. Following the 15 annotations, reference is made to *two associations in the United States and Alberta*, respectively that produce newsletters and, in some cases, other publications about the gifted and talented.

Where the publisher address and subscription address were not found to be the same, the *subscription address* was selected for inclusion in the address directory.

In the handbook *index*, *all* items in this bibliography can be identified by the code *P. Ref. JL* in parentheses following the journal title. Any supplementary journals (those mentioned, but *not* annotated) are starred (*) in the index, e.g., Good Apple Newspaper*.

**THE ASSOCIATION OF EDUCATORS OF GIFTED, TALENTED
AND CREATIVE CHILDREN IN B.C. (JOURNAL)**

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Adults

\$ 25.00 CDN.

A publication of the A.E.G.T.C.C./B.C. group, a provincial specialist association of the B.C.T.F. Provides about 150 pages per issue of practical guidance and related information for teachers, specifically: teaching units; articles; reports on conferences (past and upcoming); council news; reports from school districts; reviews/bibliographies of books and materials and a parents' corner. Teachers' contributions are welcomed, especially practical, teacher-made materials. The results of a 1986 survey indicated that, of the regular features included in the journal, readers valued the teaching units most highly.

CHALLENGE MAGAZINE

Dale Seymour

8 issues

Children, Ages 8-12

13.00 U.S.

Includes no articles or adult content; this is a reproducible magazine for students developed by Carol Greenes, and others. Regular features of interest are: "Super Scoops;" "Detective Bones;" "Wordwise; Space Explorations" (visual thinking); "Money Matters" (dollar sense); "Puzzle Power" and "Whiz Quiz".

CHALLENGE: Reaching & Teaching the Gifted Child

Good Apple

5 issues

Adults/children

20.00 U.S.

Designed for working with children in kindergarten through Grade 8: Provides guidance on such topics as: evaluation; instructional methods and materials. Also features curriculum units, games, tips for parents and interviews with gifted adults or children. Clear, attractive format with illustrations in black, white and red. Examples of the excellent contents from a 1985 issue are: 11 short curriculum units; an article on "Stress and the Gifted Child"; an interview with a zoologist; a book review and a parent-to-child column titled "Your Gifted Daughter: What is She Really Made Of?" The editor is Joe Wayman.

Good Apple also produces the *Good Apple Newspaper*, a multi-topic, multi-skill publication intended for elementary school level children, but which is considered to be best suited for Grades 2 and 3. It has 5 bi-monthly issues a year, at \$12.00/yr. U.S. Review: *G/C/T*, Nov./Dec., 1982.

CHART YOUR COURSE

G/C/T Publishing Co.

8 issues

Children, Elem-Sec.

20.00 U.S.

A well-recommended periodical for gifted children that contains poetry, plays, artwork, cartoons, puzzles, games, musical compositions and photography. Consists mostly of children's work, which has been edited by adults; children's ages and names are included with their creative work. Favourably reviewed in several journals and other publications as being a high quality, colourful and enjoyable magazine.

THE CREATIVE CHILD AND ADULT QUARTERLY

National Association for Creative Children and Adults

Quarterly

Adults/Children

30.00 U.S.

Described by the publisher as "a journal for administrators, teachers, parents, children, artists, helping professionals and all who would like to reap the rewards creativity affords". Its contents includes: research studies; reviews; reports on programs and in-depth interviews with a wide range of creative individuals. Three sample articles during 1985 were: (1) "The Use of Music to Engender Emotion and Control Behaviour"; (2) "Effective Ways to Improve Reading Comprehension - Gifted Readers" and (3) "Creative Abilities as a Life-Span Phenomenon: A Crosscut Survey in Finland". The format of articles is comparatively formal with inclusion of abstracts, tables, implications, applications and summaries. However, while the articles tend to be scholarly in nature, the content is still clear and interesting. The subscription fee includes membership.

THE FUTURIST

World Futures Society

Six issues (bimonthly)

Adult

25.00 U.S.

Since the concept of "futuristics" is commonly mentioned in programming for the gifted and talented, inclusion of this journal seemed to be most appropriate. The society, formed in 1966, is a nonprofit educational and scientific association for the study of alternative futures. The intent of the society is to provide readers with "facts, analyses, and informed projections about" such matters as "the future of technology, resources, communications, education, and more." Articles have included the following: "The Future of the English Language"; "Buckminster Fuller's All-Win World"; "Food and the Balance of Power" and "Robots in the Workplace: The Key to a Prosperous Future." The journal is well-illustrated with both graphics and photographs. Although, as noted, *The Futurist* is an adult-level journal, the content may well be of interest to many gifted students.

G/C/T

GCT Publishing Co.

6 issues

Adults

24.00 U.S.

A very well-respected journal that contains articles on research studies, curriculum theory, program planning and strategies. Specific content may include: articles on mentorship; unit planning; ideas for application of a particular model such as Renzulli's Triad model; potential ideas for gifted children during summertime; an interview with experts in G/T education and ways to challenge gifted readers. Some representative departments are: "Gina (Ginsberg) Responds" (to queries); "Bytes for Brights" (excellent reviews of computer programs); "G/C/T Reviews" and "Activities on the Horizon". Many of the contributors are well-known in gifted education, for example, Donald Treffinger, James Gallagher, Joseph Renzulli, Frank Williams and Paul Plowman.

GIFTED CHILD QUARTERLY

National Association for Gifted Children (NAGC)

Quarterly

Adults

35.00 U.S.

A magazine of substantial content, which is comprised of articles, research reports, descriptions of methodology and developments in the field of gifted education. The editor is John Feldhusen (1986). NAGC also publishes a quarterly newsletter *Communique* which provides information on association and federal activities as well as suggestions for parents. Both *GCQ* and *Communique* are received as part of membership.

GIFTED CHILDREN MONTHLY (1985)

Gifted and Talented Publications

11 issues

Adults/Children

24.00 U.S.

Formerly titled *Gifted Children Newsletter*. Still more a newsletter than a journal in format but expanded as to coverage and length (now about 20 pages). Very readable and full of brief current items on many aspects of G/T education. Includes such sections as: "Special Report"; "The News Beat"; "Home and School Briefs"; "Spin-Off" (a section for children); "Parent's Guide to Spin-Off" and "Ask the Experts." Many of the special reports can be purchased inexpensively as a set or separately; they include such topics as the the role of grandparents, career guidance and leadership.

GIFTED INTERNATIONAL JOURNAL and/WORLD GIFTED (NEWSLETTER)

World Council for Gifted and Talented

2 issues/2 to 3 issues

Adults

40.00 U.S.

2 years

Both publications are available with a membership. In the journal, reports are made on worldwide issues in G/T education with an emphasis on program description. Dorothy Sisk, Executive Secretary of the Council, also edited Volumes I and II of *GI*. These 2 volumes and other World Council publications also can be obtained from Trillium Press. The publications include *Gale* (Gifted and Talented Education), Spring, 1979 (the former journal of the Council) and the proceedings of four WC Conferences held from 1975 on. In reporting these conferences, the WC shifted to a yearbook concept with the Fourth World Conference in Montreal, 1981. That publication is Shore, Bruce, et al. (Eds.), (1982). *Face to face with giftedness: The first yearbook of the world council for gifted and talented children*. New York: Trillium.

JOURNAL FOR THE EDUCATION OF THE GIFTED (JEG)

TAG (The Association of the Gifted)/CEC

Quarterly

Adults

20.00 U.S.

A division publication of the Council for Exceptional Children (CEC) which is to be ordered from an address other than headquarters. See: journal title in address directory. Contains research reports, reviews of literature, program descriptions, suggestions for G/T education and book reviews. Two other special education journals include occasional articles on the gifted and talented, namely, *Exceptional Children*, the official journal of CEC in the United States and *Teaching Exceptional Children*. In Canada, a similarly broad-based publication is available from the Canadian CEC - TAG Canada, specifically, the *Canadian Journal For Exceptional Children* (formerly, *Special Education in Canada*). Individual memberships are available from The University of Alberta for \$15.00 CDN. See: journal title in address directory.

JOURNAL OF CREATIVE BEHAVIOUR

Creative Education Foundation

Quarterly

Adults

15.00 U.S.

A scholarly but very readable journal for educators and parents. Has six or more articles per issue on creativity, intelligence and problem solving. Frequently includes abstracts of current studies. Occasionally has very useful bibliographies of recent books, dissertations and tests of creativity. The managing editor (1986) is Angelo Biondi. See: journal title in address directory.

PRISM: A Magazine by and for the Gifted and Talented

Prism Magazine, Inc.

6 issues

Adults/Children

25.00 U.S.

The credo of Prism is that it is "written by and for gifted and talented individuals, dedicates itself to understanding and meeting the needs of the gifted and talented for communication and for enduring relationships worldwide." Contains articles, fiction, poetry, a pen pal section, puzzles and artwork. Information is also given on how readers can participate in upcoming journals dealing, for example, with such themes as: "Philosophy"; "I Love a Mystery"; "Patterns"; "Senses"; "Cause and Effect" and "Love". It is printed in black and white on good quality glossy paper; an attractive layout overall.

ROEPER REVIEW: A Journal on Gifted Education

Roeper City and Country School

Quarterly

Adults

22.00 U.S.

According to the editors, the purpose of the journal, in part, is "to focus on

the philosophical, moral and academic issues which relate to the lives and experiences of the gifted and talented; to present various positions and approaches relating to these issues; and to translate them into practice in home, school and community." The issues are commonly theme-based, as in the September, 1985 issue on "Counselling Gifted Persons: A Lifelong Concern" and the February, 1986 issue on "The IQ Controversy." The content in each issue generally consists of articles, research reports, reviews of books/instructional materials, interviews and such regular features as "Open Space" (a forum for readers) and "The Last Word" (notes about the magazine and its contributors).

THINKING: The Journal of Philosophy for Children

First Mountain Foundation

Quarterly

Adults-Tchr/Parents

15.00 U.S.

Published by First Mountain for The Institute for the Advancement of Philosophy for Children. Has articles and reports on many aspects of philosophy and education, for example, on such topics as: thinking and writing; reasoning in education; the philosophy of childhood; philosophy in literature/literature in philosophy and what the teaching of philosophy entails. Features one or more comprehensive book reviews and a "Reflections" section (capsule reactions to philosophical issues). Has a glossy, sophisticated black and white format.

JOURNAL-RELATED INFORMATION

Examples are given of *two associations in the United States* and *two in Alberta* that do not produce journals but that are actively involved in G/T education and publish newsletters and, in some cases, other publications. Addresses of the four associations are included in the address directory.

United States:

The American Association for Gifted Children provides a newsletter (*Member Exchange*) as part of membership and offers other items free or at a discount. These items include special reports and small brochures (for parents, teachers, administrators...) called *Guideposts* that are available in quantity or individually at low prices.

A second association is the *National/State Leadership Training Institute on the Gifted and the Talented*, that is administered by the Ventura County Superintendent of Schools. It publishes a *N/S-LTI-G/T Quarterly Bulletin*. Volume 13, No. 1 (1986) contains an article on current issues in G/T, a report on upcoming institutes and notice of two new publications. A catalogue of about 50 G/T educational publications is also available from N/S-LTI-G/T, some of which are noted in this handbook.

Alberta:

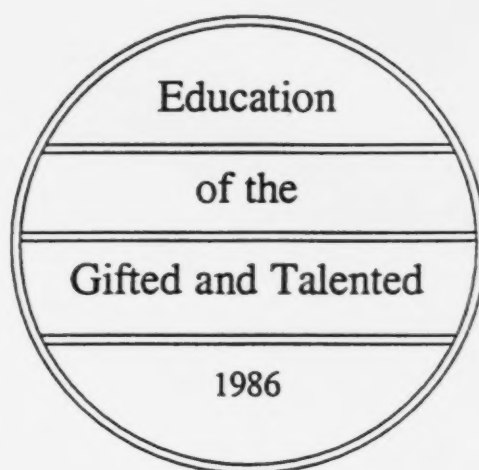
There are at least two organizations in Alberta concerned with promoting education for G/T children. One is a specialist council of the Alberta Teachers' Association (ATA), specifically, the *Gifted and Talented Council* which held its inaugural conference in Calgary, April 10-12th, 1986 ("Reaching and Teaching our Gifted and Talented"). It is the 21st council formed within the Association. Information on the council and memberships is available from the ATA, Professional Development Program (see address directory). Fees for 1986-87 are \$25.00 CDN.

A second organization is the *Alberta Association for Bright Children (AABC)* which has a number of chapters established in cities and towns throughout the province, for example, in Calgary, Edmonton, Fort McMurray, Grande Prairie, Lethbridge, Millet, Parkland, Red Deer, St. Albert and Strathcona (1985-86). Most of these chapters and other AABC groups across Canada produce a newsletter that keeps members informed of upcoming meetings and lists relevant activities and reference materials.

Although several people were consulted about naming a contact person or two for the AABC, it was decided that, owing to the annual change of executive members and chapter leaders in the province, it would not be feasible to name a particular person. It is suggested that, until a central provincial office for AABC is established, information about chapters might be obtained from a school district office or perhaps community services in a particular locality.



Selected Magazines for Children



Alberta Education
Planning Services



SELECTED MAGAZINES FOR CHILDREN FOR EDUCATION OF THE GIFTED AND TALENTED ALBERTA EDUCATION, 1986

There are many magazines, either general or more specialized in content, which could be used readily in gifted and talented education depending on the respective interests of children and the resourcefulness of teachers and parents. The magazines mentioned here are considered to be representative of the good quality, wide age appeal and diverse content of such publications. *Thirty-five* magazines in all are listed, *sixteen* of them with accompanying descriptions and *nineteen* others in context.

In the *index*, all of these items can be identified by the symbols *P. Ref. MAG* following pertinent titles; those that are only listed in context but *not* annotated are starred (*).

CAREER WORLD (and incorporating REAL WORLD)

General Learning Corporation

9 issues

Ages 11-18

\$ 5.00 U.S.

Focuses on the work world (including such aspects as getting hired, career paths, specific careers) and on self concept, (self awareness, self improvement, interpersonal relationships and positive work habits). Both these themes are presented through stories, articles, games and interesting activities; also includes reading skills activities. Has such regular features as "Network News" and "Ask the Experts". A teachers' edition is available for each issue. A minimum of 15 subscriptions per address is required.

CHICKADEE (The magazine for young children from *Owl*).

Young Naturalist Foundation

10 issues

Ages, up to 9

15.00 CDN.

A very well-regarded Canadian publication that has a variety of stories, pictorial articles, puzzles and other activities for children up to about Grade 4 level. Nature/science-oriented with many very colourful illustrations and photographs. *Colicou* is the name of the French language version of *Chickadee*. See also: *Owl Magazine*.

CHILDREN'S DIGEST

Children's Better Health Institute

8 issues

Ages 8-10

12.00 U.S.

Now in its thirty-sixth volume (1986), this long-established magazine currently includes content of a general nature with considerable attention to health, safety and nutrition as is so in other fine children's magazines produced by the institute. Others include *Turtle* (ages 2 to 5); *Humpty Dumpty* (ages 4 to 6); *Children's Playmate* (ages 5 to 7); *Jack and Jill* (ages 6 to 8) and *Child Life* (ages 7 to 9).

CLASSICAL CALLIOPE: The Muses Magazine for Youth

Cobblestone

4 issues

Ages 12-16

14.00 U.S.

This magazine, which has been published for about six years, focuses on the culture and language of the Romans and Greeks. Has been recommended in several general review indexes and gifted education publications. Tastefully formatted on buff paper; includes interesting black and white illustrations showing architecture, customs and costumes. Its content is classified under "Features" and "Departments". In a typical 1986 issue, some feature articles were "The Gladiators of Pompeii (A Play)" and "The Medieval Tournament" while from the departments section included "Our Latin Roots", "Word Origins", "Language Connections" and "Puzzle Pages".

The same company also produces a well-regarded magazine on American history. *Cobblestone* (1979) intended for elementary-junior high level audiences and *Faces*, anthropological in nature for children 8 to 14 and prepared in cooperation with The American Museum of Natural History.

CRACKERS

Scholastic-Tab Publications

4 issues

Ages 8-12

10.00 CDN.

A Canadian magazine which is diverse in content, that is, containing nonfiction (biography, puzzles, recipes, pen pal information) and fiction. Lively, very colourful illustrations and photographs. Considered by several reviewers to be a very worthy and enjoyable magazine.

CRICKET: The Literary Magazine for Children

Open Court Publishing

12 issues

Ages 6 to 12

22.50 U.S.

Offers very good quality throughout in terms of fresh stories (fantasy, folktales, realistic tales...), poetry, nonfiction and many fine black, white and sepia illustrations. Contributions are from both children and many well-known

writers and artists. Recommended by Katz "to all storytellers as a source of new and exciting literature to share with children". (p.82)

GAMES (Magazine)

Games

9 issues

Adults

16.00 U.S.

A very creditable publication for adults that is likely to be of considerable interest to bright children. Has a "Features" section that includes several such articles in each issue as: "Pencilwise" (puzzles of different types); "Contests" (open to readers) and "Departments" (Letters, Games and Books...). Puzzles and games are starred according to a difficulty rating, for example, "Smooth Sailing" (1 star) to "Proceed at Your Own Risk" (3 stars). Each issue is substantial and diverse in content.

HIGHLIGHTS FOR CHILDREN

Highlights

11 issues

Ages 2-12

50.00 U.S.(3 yrs.)

2.25 U.S. ea.

A respected magazine containing general interest content which is reflected through fiction, nonfiction, games and puzzles. A useful feature in the "Contents" is the indication to parents of the reading difficulty levels of items specifically, "preparation", "easy" or "more advanced" reading. According to the publishers, the magazine is "dedicated to helping children grow in basic skills and - knowledge - in creativeness - in ability to think and reason - in sensitivity to others - in high ideals - and worthy ways of living". Now in its forty-first volume.

MAGPIE

Edmonton Public Schools (see below)

3 issues (Fall, Winter, Spring) G.L. 1-12

A magazine of literature for children published by the Language Arts Services, Edmonton Public Schools. Issues are based on themes such as the music theme in the 1986 winter issue. Includes poetry, games, puzzles, short stories, descriptions and illustrations all done by children. Project and subscription information may be obtained from Language Arts Services. See: *Magpie* in address directory.

NATIONAL GEOGRAPHIC WORLD

National Geographic Society

12 issues

Ages 8-13

11.00 U.S.

Comprised of content about natural history, science, adventure, sports and

humans both in story and article form. Also features activities, quizzes, trivia and pull-out posters. The overall quality of writing, drawing and photography is considered to be of the same high calibre as its adult version.

ODYSSEY: The Young People's Magazine of Astronomy and Outer Space

Astro Media Corporation

12 issues

Ages 8-14

16.00 U.S.

Is regarded as an excellent magazine in terms of content, accuracy, photography, clarity of writing and its respect for young readers. Attention is devoted about equally to articles and to other monthly features, the latter including star charts, experiments, a question and answer column and contributions from readers.

OWL (The Discovery Magazine for Young Children)

Young Naturalist Foundation

10 issues

Ages, over 8

15.00 CDN.

A Canadian publication similar in content to *Chickadee* and, of the same high quality, both pictorially and in format. Some sample items from one issue are: "Everyday Magic" (tricks to do with common household objects); "Halley's Comet - Then.../...And Now"; "Dolphins" and "Hair's An Amazing Thing." Related publications are also available through the magazine's publishers, including the *Owl's Question & Answer* (Book 1 and 2) and *Owl's Puzzles and Puzzlers*.

PENNY POWER (A Consumer Reports Magazine for Young People)

Consumers Union of United States (See: *Penny Power*)

6 issues

Ages 8 to 13

12.00 U.S.

By the same publisher who produces the highly-respected adult magazine, *Consumer Reports*. Penny Power is intended to help shape attitudes and provide background on buying practices. Presented in clear writing style and supplemented by lively colour or black and white illustrations and photographs. All testing of products involves participation by elementary school children. Besides the test reports, the content includes puzzlers, letters from young readers "Pen Power" and an ongoing comic strip, "The Penny Power Club." Recommended in *Curriculum Review*, (25)3, pp. 60-1.

PLAYS: The Drama Magazines for Young People

Plays, Inc.

8 issues

Gr. 1-12

19.00 U.S.

A small compact magazine that contains plays for junior/senior high school and lower grades as well as other such features as skits, choral readings and monologues. Plays are arranged by grade level. Good production notes are provided. Regular subscribers may produce the plays royalty-free. Though designed mainly for classroom use, families may well enjoy performing some of the plays and readings.

RANGER RICK

National Wildlife Federation

12 issues

Ages 6-12

20.00 CDN.

Intended to help children enjoy nature and develop awareness of the need for conservation. Contains fiction, nonfiction, puzzles and quizzes on wildlife, natural history, natural science and the environment. Superb large photographs are a dominant part of the content. Very highly regarded.

SCHOLASTIC VOICE

Scholastic, Inc.

18 issues (biweekly mainly)

High School

5.00 U.S.

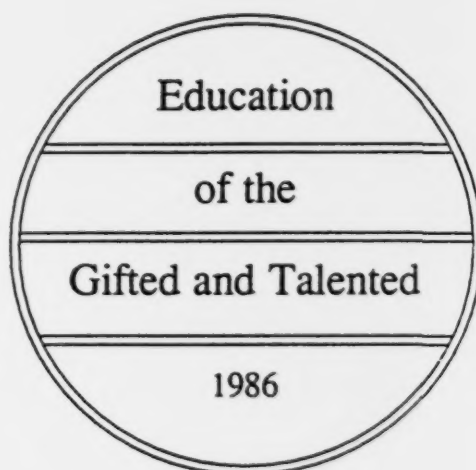
A magazine of English and Language Arts for secondary school students. Teacher's editions are available. *Voice* is intended to aid students enjoying, understanding and analyzing today's language. There are also many other Scholastic magazines available some of which are: *Crackers* (see above), *Literary Cavalcade*, contemporary literature and student writing for Grades 9 to 12; *Dynamath*, Grades 4 to 6; *Scholastic Math*, Grades 7 to 9; *Choices*, consumer education and personal development for Grades 7 to 12; *Science World*, Grades 7 to 10, *Let's Find Out*, Kindergarten to Grade 1, *Art and Man*, Grades 7 to 12 and *Bonjour, Ça Va* and *Chez Nous* for 1st, 2nd and 3rd year French respectively. For Canadian pricing of these publications, the publishers suggest that potential subscribers write to the Canadian office, Scholastic - TAB.

FOR INFORMATION:

Note that the magazines published by Xerox Education Publications are no longer available in Canada owing to high costs of handling orders. Therefore, Xerox Company magazines are neither described here nor listed in the index, including *Weekly Reader*, *Current Events*, *Current Science*, *Read Magazine*.... Both Xerox and its Canadian representative, Ginn and Co., are listed in the address directory for the benefit of readers who may wish to contact them in future years about these magazines.



Selected Parent References



Alberta Education
Planning Services



SELECTED PARENT REFERENCES ON EDUCATION
FOR THE GIFTED AND TALENTED,
ALBERTA EDUCATION, 1986

Over *thirty* books are noted below, all of which are considered to be of potential interest and help to parents of gifted and talented children. A number of these books are commonly available in medium-sized or larger public libraries, an important consideration in terms of easy availability. Most of the books will be of interest and concern to teachers and school administrators, as well, for both the intrinsic value of the content and their usefulness as possible references during parent-teacher interaction.

Items here can be identified in the *index* by the code *P. Ref. PAR* in parentheses following the title; a few supplementary (not annotated) items are starred (*) in the index for easy reference.

Alvino, James, & the editors of *Gifted Child Monthly*. (1985). *Parent's guide to raising a gifted child: Recognizing and developing your child's potential*. Boston: Little, Brown. 325 p. \$20.00 U.S.

A collection of selected items from three years of the *Gifted Children Newsletter*, including articles, research reports and advice to parents. There are twelve major sections, some examples of which are: (1) the gifted child; (2) managing your gifted child's education; (3) schoolwork and the G/T child; (4) critical thinking/research skills; (5) the visual/performing arts; (6) counselling the G/T child and (7) gifted girls. In Sections 11 and 12, recommended materials (toys, games, computers) and suggested readings for children are listed. Intended for parents of children from preschool to adolescence. Also available from Presents for the Promising.

American Association for Gifted Children. (1978). *On being gifted*. New York: Walker. 150 p. 8.00 U.S. p.b.

A collection of autobiographical descriptions written and edited by twenty gifted high school students that includes their thoughts and feelings about growing up gifted. Within the six chapters they discuss pressures (peer/teacher); people who helped (parents/teachers); school programs; career options; other options and steps to bring about change. Considered to provide important insights about giftedness for teachers, school administrators,

parents and community leaders.

Bergstrom, Joan M. *School's out - now what?: Creative choices for your child* (1984). Berkeley, California: Ten Speed Press. 324 p. 11.00 U.S. p.b.

Intended for parents (and teachers) of children in Grades 1-7. A handbook of suggestions and activities for encouraging children's independent and creative use of out-of-school time with an emphasis on helping develop special interests, talents and the 3 R's - Responsibility, Resourcefulness, and Reliability. Aims to help parents and teachers reach a balance between expecting too little and too much achievement from children. Recommended in *Curriculum Review* 25(3), p. 3 1986, p. 20.

Coffey, Kay, Ginsberg, Gina, et al. (1976) *Parentspeak on gifted and talented children*. Ventura, California: National/State Leadership Training Institute (N/S-LTI-G/T). 61 p. 5.00 U.S.

The foreward is a composite letter to parents by gifted high school students. Six parents wrote the chapters which include: "The Future Belongs to Those Who Prepare For It" (D. McCartney); "Pushy Parents Working for Gifted and Talented" (K. Wood); "Are You an Only?"; "Organize for the Gifted and Talented" (K. Coffey) and "Practical Hints for Parents of Gifted Children" (G. Ginsberg). Appended information gives such related background as the characteristics of gifted children from early years through elementary school age. Also listed within the NWRL/Oregon State Department Series on Talented and Gifted Education. (see below)

Delisle, James R. (Comp.) 1984 *Gifted children speak out*. New York: Walker. 192 p. 15.00 U.S.

The content is based on analysis of 6000 questionnaires completed by gifted and talented elementary school children aged 5 to 13. Children were asked to comment on "their schools, teachers, parents, peers and special programs for the gifted." Discussion/activity guides are also provided. Compiled by the editor of *Update*. TAG (CEC).

Delp, Jeanne L., & Martinson, Ruth A. (1975). *A handbook for parents of gifted and talented*. Ventura, California: N/S-LTI-G/T. 102 p. 6.00 U.S.

Includes coverage of such topics as the identification of gifted and talented children, reasons that these children are neglected in society and the schools and guidance on forming parent organizations and related resources. A "Typical Questions and Brief Answers" segment is incorporated as part of the practical advice. While this is a somewhat older publication, it is in print and still widely cited in current bibliographies.

Ehrlich, Virginia Z. (1982). *Gifted children: A guide for teachers and parents*. Englewood Cliffs, New Jersey: Prentice-Hall. 201 p. 10.00 U.S. p.b.

Contents include the following: (1) "Words, Words: What Do They Mean?" (explanations of pertinent terms and concepts - intelligence, enrichment, acceleration...); (2) "Identifying Gifted/Talented Children"; (3) "Trials and Tribulations of Being Gifted"; (4) "Schooling: When, Where, Why?"; (5) "Parents' Roles and Teachers' Roles in Educating Gifted/Talented Children"; (6) "Careers for the Gifted and Talented" and (7) a "Sources of Information" chapter, i.e., State Department addresses and a list of some G/T journals. On the whole, recommended by *Curriculum Review* 22(1), p. 3. Also available from Trillium Press.

Flores, Ernest Y. (1982). *Teaching your child to lead: A parent's guide*. Palo Alto, California. R. & E. Publishers. 60 p. 5.00 U.S.

The purpose of this small book is to provide parents with the knowledge and insights needed to assist their children to become leaders. Such topics as developing a positive leadership image, characteristics of successful leaders, and tasks of administrative leadership are discussed. Karnes and Collins (1984). p. 138.

Hall, Eleanor G., & Skinner, Nancy. (1980). *Somewhere to turn: Strategies for parents of gifted and talented children*. New York: Teachers College Press. 60 p. 6.50 U.S. p.b.

Part of a "Perspectives on Gifted & Talented Education Series", directed by Abraham Tannebaum. Designed to help parents who either know their child is gifted or suspect that he/she is and are not sure how to proceed. Characteristics and identification of giftedness are included as well as two case histories, an explanation of G/T jargon and a list of resources. Some attention is given also to Benjamin Bloom's learning concepts, practical activities and related materials that are suitable for home use. Also available from GCT and Creative Learning Systems.

Ingram, Cregg F., & Todd, Sally M. (1983). *You and the gifted child*. Springfield, Illinois: Thomas. 268 p. 24.00 U.S.

A general overview of gifted education for parents and future and experienced teachers. Each of the 10 chapters is preceded by questions which are answered in an appendix. An extensive list of references is also provided. Parts I and II give a broad treatment of many topics - underachievers, cul-

turally different, preschool, handicapped and disadvantaged children. A strong chapter is presented on "Stewardship and Balance - Key principles in Strengthening the Gifted and Talented" which, in essence, deals with the shift of accountability to the gifted child. Part III provides sound curriculum guidance in several subject areas - language arts, mathematics, science, and visual/performing arts. It also offers many ideas and techniques, involving brain games, critical thinking and aesthetic activities. Recommended for its sections on stewardship and curriculum by *G/C/T* May/June, 1985, p. 53, and *Curriculum Review* 24(2), p. 36.

Kanigher, Herbert. (1977). *Everyday enrichment for gifted children at home and school*. Ventura, California: N/S-LTI-G/T. 97 p. 7.25 U.S.

Covers enrichment ideas in such areas as art, geography, language arts, music, mathematics and science. The ideas are applicable to everyday activities in the home and are intended to be enjoyable for both parents and child. Some examples are: sharing stories, performing a puppet play (language arts), buying floor covering, opening a bank account (mathematics), planning a weekend trip (geography), visiting an art gallery and attending musical performances (arts).

Karnes, Merle B. (Ed.) (1977). *Creative games for learning*. Reston, Virginia: Council for Exceptional Children. 151 p. 8.50 U.S. p.b., spiral-bound.

Includes 50 easy-to-construct games for children aged 3 to 8 that can be made by parents and teachers from common inexpensive materials. The games are intended to help facilitate growth in language, science, art, mathematics, music and self-help. Each game is accompanied by a learning objective, a drawing of the game, a list of materials needed and a set of directions on how to play it.

Kaufman, Felice. (1981). *Your gifted child and you*. (rev. ed.). Reston, Virginia: Council for Exceptional Children. 60 p. 5.50 U.S.

General guidance is offered to parents and teachers on identification procedures, characteristics of G/T children, educational strategies, ways of encouraging creativity at home and such special problems as cultural differences, learning difficulties and underachievement. Some case studies of gifted and talented children are given as well as lists of resources and guidelines for developing a parent organization. The first edition was reviewed favourably in *G/C/T* Jan./Feb., 1982.

Khatena, Joe. (1978). *The creatively gifted child: Suggestions for parents and teachers*. New York: Vantage Press. 121 p.

The author focuses on the importance of parents and teachers recognizing and identifying creatively gifted children. Methods of assessment are covered in terms of both intelligence and creative thinking ability tests. Exercises to foster creative thinking and problem solving are listed. Also, on the affective side, specific suggestions are made for providing strong support for the child in terms of rewarding behaviours, reducing anxiety and encouraging experimentation. The overall goal is to help the child develop enthusiasm and responsibility about his/her growth in creativity as both an individual and community member. Available in libraries only. 1986.

Ledson, Sidney. (1983). *Raising brighter children: A program for busy parents*. Toronto: McClelland and Stewart. 256 p. 20.00 CDN. (1984 p.b. edition. \$13.00 CDN).

A resource book that may be of interest to parents who want quite structured help on teaching their children specific school subjects. There are 19 fairly brief chapters on important concepts and issues in children's education. Illustrative titles are: "Home, The Center of Learning"; "The Case for Pre-school Education"; "Teaching and the Newborn Child"; "Vocabulary Growth"; "Counting, Measuring and Computing" and "Your Child and the School System". Ledson urges parents' involvement in helping shape attitudes and habits, especially during their children's preschool years. Numerous activities and techniques for instruction are mentioned and these complemented by lists of everyday and commercial materials.

Lehane, Stephen. (1980). *The creative child: How to encourage the natural creativity of your preschooler*. Englewood Cliffs, New Jersey: Prentice-Hall. 211 p. 12.00 U.S. 6.00 U.S. p.b.

The book has a Piagetian emphasis and is based on the belief that children, aged 2 to 6, are involved in the most creative period of life. As well, Lehane presents his concept of three stages of creativity: "The Dreamer", 2-4. "The Poet", 3-5 and "The Inventor", 4-6 years old. The growth of imagination is encouraged in the first two stages while logic and reason are considered to become more important during the inventor period. Lehane's own children provided a base for some real experiences and humorous anecdotes. One chapter only is devoted to early school settings but, within that chapter, many useful suggestions are made to the teacher, including the importance of providing the child with a crucial element in developing creativity - the opportunity to spend considerable time alone. Recommended in *Curriculum Review* 20(2), p. 131.

Mallis, Jackie. (1983). *Diamonds in the dust: Discover and develop your child's gifts*. Austin, Texas: Multi Media Arts. 450 p. 24.50 U.S.

A wide range of topics and many supporting activities are presented, for example: (1) the developmental stages from early childhood to college; (2) the needs and problems of the gifted child; (3) underachievement including under-achieving gifted girls; (4) interpretation of test scores and the nurturing of abilities in both academic and non-academic areas. Some useful features in the book include: key words in boldface for convenient previewing and skimming; indexing for ready reference, explanations of common G/T terms: games, puzzles, illustrations; self-tests, rating scales, anecdotes and numerous reference lists.

Marzollo, Jean (1977). *Supertot (Creative Learning Activities for Children One to Three and Sympathetic Advice for Their Parents)*. New York: Harper & Row. 155 p. 5.00 U.S.

A lightweight and lighthearted approach to parent guidance. Easy reading with content presented largely in cartoon format. A supertot is defined and their characteristics discussed in the first 25 pages. (Definition: "A supertot feels good about himself or herself and is able to develop his or her potential. Sounds simple, but it's not..."). The remainder of the book is devoted mostly to suggested activities and materials for helping children develop their potential. Some activities are: "Favorite Things To Do"; "Making Toys together"; "Art Activities"; "Music and Dance" and "Reading Books Together". Ideas are given also for starting a playgroup for supertots. Potentially, a useful starter book for informing parents who want some practical ideas but relatively little reading. Also by the same author, *Superkids*.

Miller, Bernard S. & Price, Merle. (Eds.) (1981). *The gifted child, the family and the community*. New York: Walker/American Association for Gifted Children. 246 p. 17.50 U.S.

A book of readings, containing 33 articles in all by different authors. Many of the basic topics are covered in brief readable form in Parts I and II (e.g., identification, underachievement). As well, some other more specialized topics are covered, in Parts III, IV and V. These include: "Rural Advantaged Youth"; "The Gifted Handicapped or the Handicapped Gifted - A Matter of Focus"; "College is Not for Everyone"; "New Opportunities for Talented Women and Business Perspectives for the Gifted." Any of the articles could provide a interesting base for reflection by individuals or discussion in family or community groups. Review: *G/C/T* Nov/Dec, 1982, p. 43.

Moore, Linda P. (1981). *Does this mean my kid's a genius?* New York: McGraw-Hill. 224 p. 12.00 U.S.

While the author is both a parent and a university speech teacher, her goal is to explain the knowledge that she has acquired about gifted children as a parent. As such, she conveys a somewhat skeptical viewpoint about the perceived priorities of school administrators and what she considers to be an

over-emphasis on intelligence and achievement test scores in education. The five chapters are: (1) "How Can You Tell"; (2) "Coping With the News"; (3) "Education Like Charity Begins at Home"; (4) "School and Other Heartaches" and (5) "Parent Groups - Strength in Numbers". References are used to support the opinions expressed.

According to *Curriculum Review*. "While Moore makes some provocative points in a colorful style, her contribution to gifted education is modest." Such a book, however, might well be useful in parent and educational groups as a basis for discussion and reaction. Reviews: *Curriculum Review* 22(1), pp. 3-4, and *Roepers Review* 5(4), p. 55. Also available from Creative Learning Systems.

Northwest Regional Educational Laboratory & Oregon State Department of Education. (1976-1979). *Oregon series on talented and gifted education*. Portland, Oregon: NWRL.

A set of 10 small books by different authors who deal with important aspects of gifted education and raising gifted children. The books also contain lists of resources, practical suggestions for parents and bibliographies. These books are noted here as examples of useful materials for parents that are produced by departments of education and school districts. Titles in the Oregon/NWRL series are as follows:

Boeholt, Veronica. *Talented and gifted school programs*. (1979). 32 p. Information about educational programs for G/T children and related background.

Buisman, Jackie. *Organizing a parent support group for talented and gifted*. (1979). 33 p. As indicated by the title.

Ebeling, Alfreda. *Counseling your gifted child*. (1979). 24 p. Tips on counselling including how to observe, listen, accept and make suggestions; the issue of whether or not a parent should counsel the child is also considered.

Horner, Gail and Rits, Susan. *The gifted preschool child*. (1979). 43 p. An overview of developmental growth and practical activities including questioning strategies.

Morberg, Kendra. (1979). *Who is gifted?* 32 p. Provides definitions, an overview of identification of giftedness both in general and in terms of some subject and intellectual areas.

Wood, Samellyn. (1979). *Parenting gifted children*. 30 p. A broad treatment which serves as an introduction to parents about many aspects of giftedness including social and moral development.

The four other titles are: (1) *Parentspeak on gifted and talented children*. (1976). (see Ginsberg and Coffey citation); (2) *Identifying the Gifted*; (3) *Administering policy for gifted and talented* and (4) *Talented and gifted education policy*. The last three items were published in 1979.

Painter, Frieda. (1984). *Living with a gifted child*. London: Souvenir 256 p.

A view of the gifted from the British perspective. Contents include: (1) "The Problem" (the difficulties and how they arise); (2) "Some Gifted Children" (case studies); (3) "Is Your Child Gifted?" (types of giftedness, identification); (4) "The Pre-School Years"; (5) "Which School?"; (6) "Parents' Rights"; (7) "Adolescence: The Choice and Opportunities" and (8) "Career Prospects". This book is intended to help parents confirm suspected giftedness in their child both through outside help and using simple tests at home to find out if their observations are justified. Three other books by Painter, all from Pullen Publications include: *Gifted Child and Adult*; *Gifted Children: A Resource Study* and *Who are the gifted?: Definitions and identification*.

Perino, Sheila C. & Perino, Joseph. (1981). *Parenting the gifted: Developing the promise*. New York: Bowker. 200 p. 15.00 U.S.

Both the Perinos are psychologists in the public school system and parents. In their book, attention is given to a wide range of topics such as: identification; understanding relevant tests and measurement; knowing how to interact with the school (especially in regard to special programs); acceleration and the role of parents and family. Case studies are given as well as a glossary of terms. Overall, intended to provide straightforward guidance on the emotional, intellectual and social development of gifted children from their infancy to adolescence. At the time of publication, the book was highly recommended by the *Gifted Children Newsletter* as a "comprehensive and useful primer on both theoretical and practical concerns pertaining to actual day-to-day parenting...". Reviews: *G/C/T* Nov/Dec. 1982, p. 41. and *Roeper Review* 5(1), pp. 53-54.

Roedell, Wendy C., Jackson, Nancy E. & Robinson, Halbert B. (1980). *Gifted young children*. New York: Teachers College Press. 107 p. 8.00 U.S.

Part of a "Perspective on Gifted & Talented Education Series". Edited by Abraham Tannebaum. Explores giftedness in young children, including the: processes and issues in identification; principles of program planning and pros and cons of early entrance to school. Descriptions of several existing programs and their evaluation procedures are also given. An extensive bibliography is included. According to *PDK*, "this information would be useful

to parents of precocious pre-schoolers, to directors of early childhood education programs, and to school districts interested in providing differentiated education to gifted students throughout their school careers." Favourably reviewed by both *Phi Delta Kappan* and *Science Books and Films* (in *Book Review Digest*, 1982). Also available from GCT.

Vail, Priscilla L. *The world of the gifted child*. (1979). New York: Walker. 202 p. 12.00 U.S.

A book for parents, teachers and school administrators written by a special education teacher and parent of 4 children, including one gifted daughter. Intended to provide practical guidance on gifted children, for instance, how they can be identified; their relationships to family, teachers and friends and the kind of challenge that they need at home. In one section, titled "What They Say", the thoughts and feelings of nine gifted people, aged 6 to 75, are given in response to the question, "If you had three wishes, what would they be?"; the author's daughter and some well-known people are included in the among the nine people.

Other features of the book include: attention to educational and vocational options, a discussion of such issues as acceleration versus enrichment; listing of activities and games to aid children's creative development. At the time of publication, it was recommended as a valuable, practical reference by *Library Journal*, *Choice*, *Childhood Education* and *Science and Children*. Also recommended in *G/C/T* Jan/Feb. 1982. p. 60.

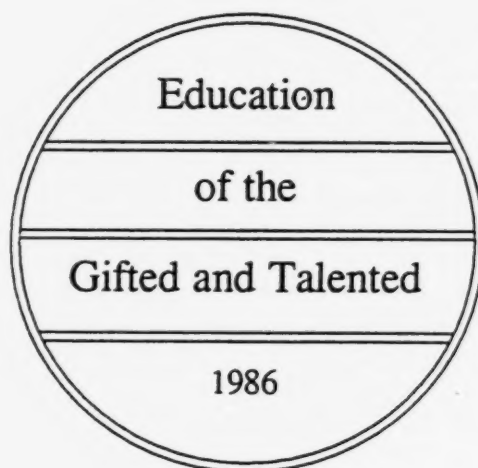
Webb, James T., Meckstroth, Elizabeth A. & Tolan, Stephanie S. (1985). *Guiding the gifted child: A practical source for parents and teachers*. Columbus: Ohio Psychology Publishing. 262 p. 12.00 U.S.

The focus here is on gifted children's emotional needs. Chapters deal with such areas as: motivation; discipline; stress management; communication with feelings; peer/parent/sibling relationships; depression and tradition-breaking. Practical suggestions are offered to parents - for example, about the kind of statements to make or not make ("killer statements") when acknowledging their children's achievement. At the time of publication, the authors were working on a relevant new program at Wright State University. As part of the book, therefore, they included a discussion of both psychological research on emotional needs of gifted children and their experience with the program.

Recommended in *Curriculum Review* 22(1), p. 4 and *G/C/T* May/June, 1985, p. 54. Also won an American Psychological Association best book award in 1983. Available through the publisher, GCT, Creative Learning Systems, or the National Association for Gifted Children.



Selected Teacher References



Alberta Education
Planning Services



SELECTED TEACHER
REFERENCES ON EDUCATION
FOR THE GIFTED AND TALENTED,
ALBERTA EDUCATION, 1986

Of the four reference bibliographies provided in the handbook (i.e., "Journal"; "Magazine"; "Parent" and "Teacher"), the references for teachers proved to be the most difficult in terms of selection. There are so many excellent publications from which to choose, certainly far more than the two hundred or so titles that were considered during the project.

Eventually, 33 main titles were selected for annotating and these supplemented in two ways: first, nearly 30 related titles are cited within some of the annotations and secondly, an additional list of 45 titles is included in the book (see section following: *Supplementary Titles: Teacher Reference*).

About *one third* of these books contains *general background* on gifted children and program development while the *remainder* offers a more *specialized content*. For those wanting to read even more extensively, the excellent bibliographies within many of the cited references will give ample direction.

In the handbook *index*, items in this bibliography are identified by the code *P. Ref. TCHR* in parentheses following the relevant titles. Titles that are only mentioned but *not* annotated are starred (*).

Arnold, Lee, et al. (1981). *Secondary programs for the gifted and talented*.
Ventura, California: N/S LTI/GT. 67 p. \$11.00 U.S.

One of the many publications available from the National State Leadership Training Institute for the Gifted and Talented (N/S LTI G/T), an organization that is administered by the Ventura County Superintendent of Schools. This small book by Arnold and others (George Betts, Harry Passow, Irving Sato...) contains sample operational programs for junior/senior high school. Different geographic areas and kinds of district are represented as well as different program emphases (independent study, humanities and creative approaches to science.)

Barbe, Walter, & Renzulli, Joseph S. (Eds.) (1981). *Psychology and education of the gifted*. (3rd ed.). New York: Irvington. 544 p. 20.00 U.S.

A well-regarded book of readings that contains articles by such prominent educators as Lewis Terman, Margaret Mead, Paul Witty, J. W. Getzels, J. P. Guilford, Ruth Strang, Paul Torrance, James Conant and Julian Stanley. An interesting range of topics is reflected in 48 articles which are classified into fourteen sections: these include: "Historical Development": "Hereditary Factors and Family Background": "Educating the Gifted" and "Issues". (Sections 1, 6, 9, 14 respectively). This edition is a revision of Barbe's and Renzulli's 1975 book which, in turn, was based on the original 1965 compilation of readings by Barbe. Reviews: *G/C/T* May/June, 1982. p. 50. Also: *Roeper Review* 5(2). p. 52.

Borthwick, Burton, et al. (1980). *The gifted and talented students in Canada: Results of a CEA survey*. Toronto, Ontario: Canadian Education Association. 80 p. 5.00 CDN.

An interesting Canadian survey that reflects data collected from five provinces (25 school districts in all). Useful for educators in general but especially so for G/T consultants, supervisors and school administrators. Covers: the recognition of gifted/talented students: misconceptions about such students: program organization and results of the survey according to such categories as policy, teacher education, funding and legislation.... Ruth Banks, a well respected Canadian educator in the gifted/talented areas, helped author the book.

Butterfield, Sherri, et al. (1979). *Developing IEPs for the gifted/talented*. Ventura, California: N/S LTI G/T. 71 p. 6.00 U.S.

Others involved in producing the book were Sandra Kaplan, Mary Meeker, Joseph Renzulli and Donald Treffinger. Background is given on individualized education plans (IEPs) as to legal/educational implications and ways to develop and implement the plans. A number of detailed IEPs are outlined to help teachers learn the process.

Canfield, Jack, & Wells, Harold C. (1976). *100 ways to enhance self concept in the classroom: A handbook for teachers and parents*. Englewood Cliffs, New Jersey: Prentice-Hall. 288 p. 18.00 p.b. U.S.

Although not specifically for gifted and talented children, *100 ways...* is included here as a very practical and sound frame of reference for planning/implementing humanistic education at school and home. A brief positive introductory statement is followed by explanations of techniques for

fostering self esteem. These techniques are clustered under such topics as "my strengths", "who am I", "accepting my body" and "the language of self". Within these categories, are activities that seem likely to appeal to adults and children alike, for example, "mirror bragging", A "Dear me letter", "the trust walk" and "the tyranny of should". An annotated bibliography of materials about student self concept is included, many of them older but still useful references.

Chance, Paul. (1985). *Thinking in the classroom: A survey of programs*. Scranton, Pennsylvania: Teachers College Press. 159 p. 11.00 U.S.

Considered to be a very useful source for helping a teacher understand and choose a thinking skills program. Eight approaches to the teaching of thinking are explained. These are: (1) "CoRT Thinking Lessons"; (2) "Productive Thinking Program"; (3) "Philosophy for Children"; (4) "Odyssey"; (5) "Instrumental Enrichment"; (6) "Problem Solving and Comprehension"; (7) "Techniques of Learning" and (8) "Thoughtful Teaching". Concise summaries of each are given within chapters.

Within each chapter a single page summary is given about each program, including such information as: the main developer; the rationale for teaching thinking; the intended goals; basic methodology; materials and audience. Well-recommended in *Curriculum Review* 25(3), p. 29.

Clark, Barbara. (1983). *Growing up gifted: Developing the potential of children at home and at school*. (2nd ed.). Columbus, Ohio: Merrill. 544 p. 25.00 U.S. text ed.

A sound, balanced and thorough coverage of gifted education for both teachers and parents. The emphasis is on schooling (7 chapters) but pertinent information is also given on understanding the gifted (3 chapters) and descriptions of tests (appendix). For those planning G/T school programs, there is guidance on many key areas, some of these being: the integrative education model (using brain/mind research in the classroom); strategies for developing different abilities (academic, creative, leadership) and working with special gifted learners (handicapped, disadvantaged). Well-recommended in several sources, e.g., Review: *Feldhusen & Treffinger* (1980), p. 166.

A new book by Clark (1986), also from Merrill, is: *Optimizing learning: The integrative education model in the classroom* which contains sections on: understanding the integrative concept; extensive guidelines for setting up successful integrative programs and the development of curriculum, specifically, lessons and strategies for reading, mathematics, science, social science and other areas.

Clark, Gilbert. & Zimmerman, Enid D. (1984). *Educating artistically talented students*. Syracuse, New York: Syracuse University Press. 199 p. 20.00

U.S.

A solid presentation that is logical in both organization and content. Within the six chapters, the topics covered are: (1) general background; (2) identification practices; (3) teacher characteristics and teacher strategies; (4) curriculum content; (5) environment and administration and (6) a look ahead. An excellent 16-page bibliography is also provided. Recommended in *G/C/T* Sept/Oct, 1985.

An alternate text is *The gifted and talented in art: A guide to program planning* (1983), by Al Hurwitz, available from Davis Publishers (U.S.) or Fitzhenry & Whiteside (Canada.)

Clendening, Corine P., & Davies, Ruth Ann. (1980). *Creating programs for the gifted: A guide for teachers, librarians and students*. New York: Bowker. 500 p. 30.00 U.S.

Two respected educators have produced a comprehensive resource that offers a useful planning base for either new or established programs. In Part I, the authors deal with frames of reference and models for educating the gifted and talented. Part II, a major portion of the book, is devoted to more specific descriptions of over 40 model programs, ranging from Grade Levels K to 12. The appendices contain further complementary information (e.g., Thinking Learning Communicating Skills Continuum, K-12). Recommended in *Curriculum Review* 24(2), p. 35, and *G/C/T* May/June, 1984, p. 44. Also by the same authors is: *Challenging the Gifted* (1983). Review: *Roeper Review* 6(4), p. 245.

Cox, June, Daniel Neil, & Boston, Bruce O. (1985). *Educating Able Learners: Programs and Promising Practices*. Fort Worth, Texas: University of Texas Press. 240 p. 12.50 U.S. p.b.

A report of a four-year national study from the Sid W. Richardson Foundation, commonly referred to as the Richardson Study. Existing programs were examined across North America (mainly in the U.S.) and recommendations made for administering schools, training teachers, evaluating program effectiveness and providing appropriate programming for G/T students, including the disadvantaged and culturally different. Over 1100 school districts and 400 schools were involved in the study, including Bishop Carroll High School in Alberta.

The book can be ordered as well from The Gifted Students Institute, an association in Texas which produces a *Gifted Students Institute Quarterly* and provides publications, such as the above, through its bonus membership. (\$25.00 per year U.S. 1986)

Deming, Bonnie J., & Leif, Fern. (1981). *Teaching gifted children literature and story writing: A guide for teaching gifted and talented children in the elementary and middle schools*. Sacramento, California State Department of Education. 114 p. 2.75 U.S.

Prepared under the direction of Paul Plowman, this guide offers 10 sample lesson plans for teaching literature and a culminating project on research and story writing. It also includes a list of book-too-good-to-miss, recommended paperbacks and an annotated bibliography of books on teaching literature and writing. The publication is mentioned here to illustrate some of the many, inexpensive curriculum materials available to teachers in North America through school districts and state departments.

Examples of other titles from California are: *Arts for the gifted and talented, grades 1-6* (1981) and *Principles, objectives, and curricula for programs in the education of gifted and talented pupils, kindergarten through grade twelve* (1979). The Department also publishes small curriculum guides for G/T education in different curricular areas - science, social science, literature and music.

Dixon, Barbara, Meyer, John R., & Hardy, Allan. (1986). *Reaching the gifted child*. Toronto: OISE Press (Ontario Institute for Studies in Education). 22.00 CDN.

How teachers can help the social, personal and emotional development of gifted children, ages 8 to 12, is the focus of this Canadian publication. Activities have been classroom-tested and are intended to be part of the regular Language Arts program or a complement to it. The six chapters are titled: (1) "Identity: Self and Others"; (2) "Human Rights - Individual and Social"; (3) "Senior/Youth Interaction"; (4) "Literary Extension"; (5) "Perceptions" and (6) "Short Stories". While there is an emphasis on creative activities throughout, the theories on which the selected topics are based is explained in each chapter.

Feldhusen, John F., & Treffinger, Donald J. (1980). *Creative thinking and problem solving in gifted education*. Dubuque, Iowa: Kendall Hunt. 172 p. 8.50 U.S. p.b.

Originally titled, *Teaching creative thinking and problem solving* (1977). A very practical, concise book with five chapters of background information and a long sixth chapter containing reviews of relevant materials. The chapters are; (1) "Teaching Students to Think"; (2) "Teaching Creative Thinking and Problem Solving to the Gifted, Creative and Talented"; (3) "Special Needs of Minority and Disadvantaged Gifted Students"; (4) "Methods of Teaching Creativity and Problem Solving" and (5) "How to Get a Project Started in Your Classroom". Reviewed in *G/C/T* Jan/Feb, 1982. p. 61.

Other books by Feldhusen include: *Leadership Education: Developing Skills for*

Youth (Richardson, William B. and Feldhusen, J.) (1984) available from Trillium Press and, as editor, *Toward excellence in gifted education* (1985), available from GCT Publishers.

Frasier, Mary M., & Carland, Jo Ann. (Eds.) (1984). *A dictionary of gifted, talented and creative education terms*. New York: Trillium. 135 p. 15.00 U.S.

Introduction by Paul Torrance. About 500 terms are defined and cross-referenced. Additional content includes descriptions of selected tests, journals and organizations and a bibliography. Another book of interest by Mary Frasier is: *Bibliotherapy: A counselling/instructional approach to the gifted*. (1986) N/S-LTI-G/T.

Freehill, Maurice. (1982). *Gifted children: Their psychology and education*. Vol 4. Ventura, California: N/S-LTI-G/T. 412 p. 15.50 U.S.

"A reprint of an earlier work"...which contained a "variety of topics pertinent to the education of gifted children...". "Included are sections on: characteristics; intellectual development; observational and psychological techniques of identification; stereotypes; sex differences; learning needs; program arrangements and the talented/gifted distinction. Chapters on adapting various subjects in the curriculum (mathematics, language arts, science, and social studies) for the gifted are also encompassed in this book". (Karnes and Collins, 1984 p. 87). Original edition reviewed favourably in *Book Review Digest*, 1962.

Friedman, Paul G. (1980). *Teaching the gifted and talented oral communication and leadership*. Washington, D.C.: National Educational Association (NEA). 1980. 80 p. 8.00 U.S.

One of several publications from NEA dealing with different aspects of G/T education. In this publication, guidance is given on the characteristics and recognition of students who may be talented in communication and leadership skills. As well, such instructional strategies are suggested as helping students learn to make choices and become independent learners in both attitude and competencies. Relevant checklists and program evaluation are also included. Review: *G/C/T* Sept/Oct, 1981, p. 58.

Other NEA publications of this type, are: *Teaching the gifted and talented in the mathematics classroom* by William C. George and Kevin G. Bartovich; *Teaching the gifted and talented in the social studies classroom* by Paul D. Plowman; *Teaching the gifted and talented in the science classroom* by William D. Roney (Review: *G/C/T* Sept/Oct, 1981, p. 58) and *Teaching the gifted and talented in the english classroom* by William W. West. Each of these books is intended to provide very basic information on identification

and practical activities pertinent to the particular subject area. An in-depth treatment must be sought elsewhere.

Gallagher, James J. (1985). *Teaching the gifted child*. (3rd ed). Boston: Allyn and Bacon. 485 p. 28.55 U.S.

A revised edition of a basic reference by a highly-regarded educator in the G/T field. In the first three chapters (Part 1), background is given on the gifted child and the school program while, in Part 2, several chapters are devoted to content modifications for G/T programs, specifically, in the areas of mathematics, science, social studies and visual/performing arts. Part 3, titled "Skills for the Gifted", is concerned with problem solving and creativity. In Part 4, advice is given on administration and personnel preparation and Part 5 is centered on special populations. Review: *Feldhusen & Treffinger* (1980), p. 171.

Gallagher also has several other books in print on the gifted, for example, *Leadership unit: The use of teacher-scholar teams to develop units for the gifted* (1982) and *Gifted children: Reaching their potential* (1979), both available from Trillium Press and *Issues in gifted education* (1979) written in collaboration with John Gowan, Harry Passow and Paul Torrance, available from N/S-LTI-G/T.

Jay, M. Ellen. (1982). *Library media projects for the gifted*. Hamden, Connecticut: Shoestring. 138 p. 12.50 p.b. U.S.

Following a brief rationale and some background on giftedness, Jay focuses largely on practical activities. Among the projects are those involving: the index; table of contents; encyclopedia; specialized references; report writing and interdisciplinary activities. The projects are also listed according to the time commitment needed, i.e., those that take a week, two weeks or longer periods. A helpful feature of the book is the title listing of a minimum reference collection needed for doing these projects. May be more appropriate for a classroom teacher or beginning librarian than for the experienced librarian.

Humphrey, James H. (1985). *Teaching gifted children through motor learning*. Springfield, Illinois: Thomas. 131 p. 19.50 U.S.

The contents include the concepts of: who is gifted; the role of motor learning in education; how children can learn subject matter through motor activity (specifically, reading, mathematics, science) and motor learning for G/T children. Humphrey conceptualizes motor activities as "things that children *do* actively in a pleasurable situation in order to learn"; he also categorizes the activities into 3 general types: (1) active games; (2) rhythmic activities and (3) gymnastic activities (p. 11). Throughout the seven chapters, he lists examples of many such activities and describes them in sufficient detail.

Jordan, June B., & Grossi, John A. (Eds.) (1980). *An Administrator's Handbook on Designing Programs for Gifted and Talented*. Reston, Virginia: Council for Exceptional Children. 175 p. 12.25 U.S.

Fourteen topics, all of potential concern to school district administrators, are presented in logical, concise form. Seven authors contributed articles on pertinent issues, for example, "Policy Implications for Administrators" (John Grossi); "Needs Assessment" (Joyce Van Tassel) and "Budgeting for a Gifted and Talented Program" (William Vassar). Other topics are: getting started...; criteria for selection of materials; evaluation of gifted programs and staffing. The book, then, is a useful reference for those having responsibility for initiating or maintaining programs for gifted and talented children. Review: *G/C/T*, Jan/Feb, 1982, p. 61.

Kaplan, Sandra N. (1974). *Providing programs for the gifted and talented: A handbook*. Ventura, California. N/S-LTI-G/T. 1974. 264 p. 13.50 U.S.

According to Kaplan, the handbook provides guidance to those who are initiating or expanding a G/T program; therefore, emphasis is placed on a straightforward presentation on what the program needs and how these needs can be met. The major topics include: initiating a program; program prototypes; designing curriculum; developing a written plan and preparing for the program. Useful at all school levels; widely used since its publication. Excerpts are available for teachers (15 p.) and administrators (11 p.).

Other relevant publications by Kaplan include: *Inservice training manual: Activities for identification program planning for the gifted-talented* (1979) and *Inservice training manual: Activities for developing curriculum for gifted-talented*, (in print), both available for N/S-LTI-G/T.

Karnes, Frances A., & Collins C. Emily. (1984). *Handbook of instructional resources and references for teaching the gifted*. (2nd ed.). Boston: Allyn and Bacon. 195 p. 30.00 CDN.

An valuable reference for any school district or university library collection. The main titles of the 6 chapters are: (1) "The Nature and Needs of the Gifted"; (2) "Materials Section for Gifted Students" (including criteria for selection); (3) "Selected Instructional Materials for Gifted Elementary and Secondary School Students" (a classified list of over 650 materials in chart form); (4) "Selected Professional References" (a classified briefly annotated list) and (5) "Selected Games, Puzzles and Brainteasers." Useful for teachers, administrators, university professors, parents and any others who interact with gifted and talented children. Review: *G/C/T* Nov/Dec, 1981, p. 57.

Labuda, Michael. (Ed.). (1985). *Creative reading: A design for excellence*. (2nd ed). Newark, Delaware: International Reading Association (IRA). 170 p. 10.50 U.S.

A well-respected book that has been revised recently. While a similar format (classified compilation of articles) and much of the same content from the 1974 edition has been retained, a number of changes have been incorporated. The original content was divided into 5 main sections: "Creative Pupils and Creative Reading"; "Special Considerations"; "Materials and Resources"; "Suggestions for Meeting Unique Needs" and "A Look Ahead". To these, a sixth section has been added, that of, "Meeting Writing Needs". Within the six sections, there are sixteen chapters, written by such authors as Paul Witty, Walter Barbe, Dorothy Strickland and Michael Labuda.

The revisions are explained succinctly by the editor as follows: "Because of the enthusiastic response...much of the second edition...remains the same. The material remains relevant, although we use some different terms and expressions today. However, in most instances, the chapters were updated or revised". p. viii. Brief review: *Reading Teacher* 39(2), p. 467.

Note too, that the IRA (publisher) has, as part of its association, a *Special Interest Group on Gifted and Creative Students in Reading*.

Leonard, Phyllis B. (1985). *Choose, use, enjoy, share: Library media skills for the gifted child*. Littleton, Colorado: Libraries Unlimited. 169 p. 23.50 U.S.

Since inquiry and library research skills are such an important part of programs for the gifted, this book should be a useful reference in any elementary school. Leonard, a library media specialist in Maryland, explains how teachers and librarians can plan a joint program for gifted students who are in Kindergarten to Grade 6 levels. Contains: ideas for motivating students to independent learning; explanations of models/organizational plans; sample lessons and identification of supporting materials, the latter, in a scope and sequence format. Review: *Curriculum Review* 25(5 & 6), p. 42.

Maier, Norah. (Ed.). (1982). *Teaching the gifted, Challenging the average*. Toronto: University of Toronto Guidance Centre. 122 p. 20.00 CDN.

An interesting, practical collection of papers that reflect the specific experiences and methodologies of the contributors. Examples of the book's 10 chapters are: "Thinking" (Edward de Bono); "The First Language" (Norah Maier); "Physics" (Darcy Dingle) and "Music" (John Fautley). Other topics include mathematics, geography, philosophy, science, second language issues and the learning environment. Apart from the internationally known de Bono, the authors are all respected colleagues of Maier's at the University of Toronto Schools, a facility that has offered accelerated programs for gifted

adolescents for many years.

Maker, June C. (1982). *Teaching models in education of the gifted*. Rockville, Maryland: Aspen Systems. 475 p. 30.50 U.S.

Ten teaching-learning models developed by well-known educators are described, suggestions made for their adaptation and research on their effectiveness discussed. Readers, therefore, are given both a solid foundation about the models themselves and a valuable basis for their selection and implementation. The authors and models include the following: (1) Benjamin Bloom and David Krathwohl, "The Basic Structure of a Discipline"; (2) J. P. Guilford, "The Structure of the Intellect"; (3) Lawrence Kohlberg, "Discussion on Moral Dilemmas"; (4) Sidney Parnes, "Creative Problem Solving"; (5) Joseph Renzulli, "The Enrichment Triad"; (6) Hilda Taba, "Teaching Strategies Program"; (6) Calvin Taylor, "Multiple Talent Approach"; (7) Donald Treffinger, "Self-Directed Learning" and (8) Frank Williams, "Teaching Strategies for Thinking and Feeling". Review: *Roeper Review* 6(1), p. 56.

Other recommended resource books by Maker are *Curriculum development for the gifted* (1982), available from Aspen. Review: *Roeper Review*, 6(3), pp. 174-5, and *Providing Programs for the Gifted Handicapped*, (1977), available from CEC. Review: *G/C/T* Jan/Feb, 1982, p. 57.

Polette, Nancy. (1981). *Picture Books for Gifted Programs*. Metuchen, New Jersey: Scarecrow Press. 228 p. 15.00 U.S.

The chapters in Part One are: "The Picture Books and Piaget's Theory of Cognitive Development"; "Visual Communication"; "Picture Books and Communication Skills"; "Books to Challenge Productive Thinking" and "Books to Foster Critical Thinking". The lists of books in each chapter are introduced by brief but lucid frames of reference. Part Two deals with "Programming with Books/Putting It All Together". An excellent book, well-written and very practical.

Polette's *Exploring Books with Children* (1980) (Libraries Unlimited) is also highly recommended to elementary school teachers as guidance for helping children share the love and enjoyment of literature, *Curriculum Review* 20(2), p. 128. A complementary book to the latter is that by Barbara Baskin and Karen H. Harris (1980), *Books for the gifted child* from Bowker, also reviewed in the same issue of *Curriculum Review*.

Renzulli, Joseph S. (1977). *The enrichment triad model: A guide to developing defensible programs for the gifted and talented*. Mansfield Center, Connecticut: Creative Learning Press. 89 p. 9.00 U.S.

A widely-used resource that provides a clear rationale for special G/T programs and practical guidance on how to implement appropriate programs. Following the introduction, the enrichment triad model is covered in Chapter III. The model is classified in 3 ways as "Type I, Enrichment: General Activities" and "Type II Enrichment: Group Training Activities" and "Type III Enrichment: Individual and Small Group Investigations of Real Problems". In Chapter IV, attention is given to "The Development and Management of Type III Activities".

Renzulli has published many other well-recommended books, including the following: *A Guidebook for developing individualized educational programs (IEP) for gifted and talented students*. (1975); and with Sally Reis, *The schoolwide enrichment model: A comprehensive plan for educational excellence* and *The Triad reader*, both 1985-86 publications from Creative Learning Press. Examples of Renzulli's publications from N/S-LTI-G/T are: *A guidebook for evaluating programs for the gifted and talented* (1975) and *What makes giftedness? - A reexamination of the definition of the gifted and talented* (Brief No. 6), (1979).

Rogers, Carl R. (1983). (rev. ed.). *Freedom to learn for the 80's*. Columbus, Ohio: Merrill. 312 p. 14.00 U.S.

A revision of Roger's stimulating and readable *Freedom to Learn*. Both the original and revised editions contain much sound guidance and inspiration for teachers (and others) interested in fostering self-concept and the habit of lifelong learning. There are seven sections in all, including: "Difficulties and Opportunities"; "Responsible Freedom in the Classroom" and "For the Teacher". Within the last-mentioned section, are such chapters as: "Becoming a Facilitator; "Methods of Building Freedom" and "Developing Person-centred Teachers".

As Rogers explains, it, a key concept of the book is: "It *believes* in young people. It gives evidence that in a genuinely human climate, which the teacher can initiate, a young person can find him or herself respected, can make responsible choices, can experience the excitement of learning..." Many school-based examples at different levels are given to support the concept of "freedom with responsibility". Certainly, this is an appropriate book for those working with the gifted and talented.

Torrance, E. Paul. *Discovery and Nurture of Giftedness in the Culturally Different*. Reston, Virginia: Council for Exceptional Children, 1977. 96 p.

At the time of publication, Torrance felt that there was not enough research to support either his perceptions and proposed answers in this area of education. However, he decided that the time had come to present his views and trust that some educators would put them to the test over time. The content, then, covers: (1) identification of key issues; (2) identification of some useful screening procedures, (both well-established and more recently

developed procedures); (3) suggestions for non-psychometric procedures for identifying giftedness and (4) suggestions how to develop effective programs for these children. Torrance's intent is provide "a resource book of alternatives" (p. 2). The three appendices contain useful supplementary information, for example, a summary of descriptive and experimental studies conducted with culturally different children.

Two additional publications of the many that Torrance has written over nearly three decades are: *Guiding creative talent* (1976) (reprint of a 1962 edition), available from Kreiger; *Mentor relationships: How they aid creative achievement, endure, change and die* (1984), available from D.O.K.

- Torrance, E. Paul. (1979). *The search for "satori" and creativity*. Buffalo, New York: Creative Education Foundation. 220 p. 9.50 U.S.

An easy-to-read work, which identifies some of the creative abilities such as: problem awareness; formulation of alternatives; originality; elaboration; imaging and breaking of mind sets which must be developed in progress towards the goal of "satori" ("bursts of new insights"). Stresses the importance of persistence and deliberate practice in creative achievement...provides numerous activities and exercises to hone the skills deemed to be important. Discusses the behavioral indicators of creative potential and encourages parents and teachers to value divergent thinking. (Annotation: L. Tickles, Calgary. 1986).

- Vernon, Philip E., Adamson, Georgina and Vernon, Dorothy F. (1977). *The psychology and education of gifted children*. London, England: Methuen. 224 p. 15.00 p.b.

The authors were educated in Britain but have worked in Canadian public schools and universities for some years. While they acknowledge that there are already many books on gifted children, they consider it both a need and "advantage to be able to compare the views and practices in both countries and the United States". Within this context, then, they focus on a number of topics, for example "Giftedness and intelligence"; "Intelligence, heredity and environment"; "The nature of creativity"; "Divergent thinking tests"; "Home upbringing of gifted children" and "Enrichment". A useful bibliography is included, especially the references covering the period of the late 1950's to the early 1970's.

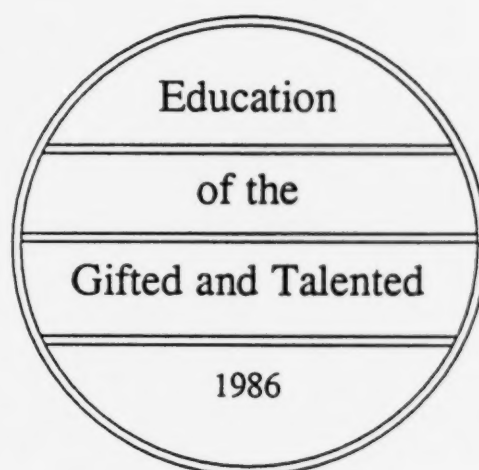
- Whitmore, Joanne Rand. (1980). *Giftedness, conflict and underachievement*. Boston: Allyn and Bacon. 462 p. 35.00 U.S.

Whitmore has categorized guidance on this important aspect of G/T education into 5 main topics. These are: (1) an overview (history/research); (2) identification and definition (including sample case studies); (3) understanding

the problem: (4) conceptualizing and implementing a special program (organization, strategies) and (5) results and recommendations. The appendices contain examples of forms, letters, questionnaires and guide sheets. 16 in all. A useful resource for both teachers and parents.



Selected Supplementary Teacher References



Alberta Education
Planning Services



SELECTED SUPPLEMENTARY TEACHER
REFERENCES ON EDUCATION
FOR THE GIFTED AND TALENTED,
ALBERTA EDUCATION, 1986

As mentioned in the introductory statement for the annotated teacher references (see previous bibliography), a list of 45 supplementary titles is included here both for easy reference and to reflect more appropriately the range of professional literature available to teachers. All the publications were in print as of June, 1986, except one, and all are regarded as useful sources.

Note, too, that items in this bibliography are identified in the handbook *index* by the code *P. Ref. TCHR**, the asterisk indicating that the items are listed but *not* annotated.

-
- Bloom, Benjamin S. (Ed.). (1985). *Developing talent in young people*. New York: Ballantine Books. 448 p. \$10.00 U.S.
- Bloom, Benjamin S. (1977). *Taxonomy of educational objectives: Handbook 1: Cognitive Domain*. New York: Longman. 207 p. (Orig., 1956). \$14.00 U.S. 14.00 U.S.
- Brandwein, Paul F. (in print). *The gifted student as future scientist*. Ventura, California: N/S-LTI-G/T. 107 p. \$7.75 U.S.
- Callahan, Carolyn M. (1978). *Developing creativity in the gifted and talented*. Reston, Virginia: Council for Exceptional Children. 80 p. \$6.25 U.S. Review: *Feldhusen & Treffinger* (1980), p. 162.
- Carin, Arthur A. & Sund, Robert B. (1980). *Discovery activities for elementary science*. Columbus, Ohio: Merrill. 286 p. \$14.50 U.S.
- Colangelo, Nicholas & Zaffran, Ronald. (Eds.). (1979). *New voices in coun-*

- selling the gifted*. Dubuque, Iowa: Kendall Hunt. 544 p. \$17.00 U.S.
Review: *Feldhusen & Treffinger* (1980), p. 167.
- de Bono, Edward. (1977). *Lateral thinking: A textbook of creativity*. New York: Harper and Row. 260 p. \$7.00 U.S.
- Dixon, John P. (1983). *The spatial child*. Springfield, Illinois: Thomas. 248 p. \$25.00 U.S. Review: *G/C/T* May/June, 1985. p. 53.
- Feldman, Ruth. (1982). *Whatever happened to the quiz kids?: Perils and profits of growing up gifted*. Chicago: Chicago Review Press. 375 p. \$13.00 U.S. Review: *G/C/T* May/June, 1985. p. 51 and *Roeper Review* 6(1), p. 57.
- Fisher, Maurice D. & Fisher, Eugenia M. (1982). *Gifted education: Critical evaluations of important books on identification, program development and research*. Manassas, Virginia: Reading Tutor. 41 p. \$9.00 U.S. Review: *G/C/T* Mar/Apr. 1985. p. 53.
- Fox, Lynn H., Brody, Linda & Tobin, Dianne. (Eds.). (1983). *Learning - disabled gifted children, identification and programming*. Austin, Texas: Pro Ed. 304 p. \$23.00 U.S. Review: *G/C/T* May/June, 1985. p. 49.
- Friedman, Myles I. (1984). *Teaching higher order thinking skills to gifted students: A systematic approach*. Springfield, Illinois: Thomas. 459 p. \$37.50 U.S.
- Galbraith, Judy E. & Schmitz, Connie C. (1985). *Managing the social and emotional needs of the gifted: A teacher's survival guide*. Minneapolis: Free Spirit. 144 p. \$10.00 U.S.
- Gallo, Donald. (Ed.). (1985). *Books for you: A book list for senior high students*. Champaign, Illinois: National Council of Teachers of English (NCTE). 364 p. \$9.00 U.S.
- Gardner, Howard. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books. 440 p. \$23.50. Reviews: *Book*

Review Digest. 1984.

- Gillespie, John T. & Gilbert, Christine B. (Eds.). (1985). *Best books for children: Preschool through the middle grades*. (3rd ed.). New York: Bowker. 639 p. \$34.50 U.S.
- Goertzel, Victor & Goertzel, Mildred G. (1978). *Cradles of eminence*. Boston: Little, Brown. (Orig., 1962). \$6.00 U.S.
- Gowan, John, Torrance, E. Paul & Khatena, Joseph. (1981). *Creativity: Its educational implications*. (2nd ed.). Dubuque, Iowa: Kendall Hunt. 344 p. \$12.00 U.S. Reviews: *G/C/T* 5(4), p. 55, and *Curriculum Review* 22(1), p. 30.
- Guilford, Joy Paul. (1968). *Intelligence, creativity and their educational implications*. San Diego: EDITS Publications. \$9.00 U.S.
- Guilford, Joy Paul. (1977). *Way beyond the IQ: Guide to improving intelligence and creativity*. Buffalo, New York: Creative Education Foundation. 206 p. \$10.50 U.S.
- Haensley, Patricia A. & Nash, William R. (1983). *Mountains to climb: A handbook of resources for the gifted and talented*. St. Paul, Minnesota: National Association for Gifted Children. \$3.75 U.S.
- Jellen, Hans. G. & Verduin, John R., Jr. (1986). *Handbook for differential education of the gifted: A taxonomy of 32 key concepts*. Carbondale, Illinois: Southern Illinois University Press. 156 p. \$15.00 U.S.
- Jenkins-Friedman, Reva, C. W. (1979). *A resource guide to preschool and primary programs for the gifted and talented*. Mansfield, Connecticut: Creative Learning Press. 86 p. \$13.00 U.S.
- Karnes, Frances A. & Collins, Emily C. (1981). *Assessment in gifted education*. Springfield, Illinois: Thomas. 304 p. \$21.75 U.S.
- Karnes, Frances A. & Peddicord, Herschel Q., Jr. (1980). *Programs, leaders,*

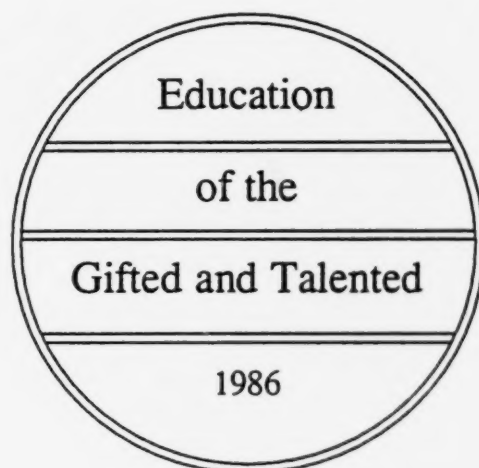
- consultants and other resources in gifted and talented education.* Springfield, Illinois: Thomas. 360 p. \$30.00 U.S. Review: *G/C/T* Mar/Apr. 1982. pp. 30-1.
- Krathwohl, David, et al. (1969). *Tazonomy of educational objectives: Hand-book 2 - Affective Domain.* New York: Longman. \$13.00 U.S.
- Mahoney, Ellen & Wilcox, Leah. (1985). *Ready, set, read: Best books to prepare preschoolers.* Metuchen, New Jersey: Scarecrow. 363 p. \$19.50 U.S.
- Martinson, Ruth A. (1974). *The identification of the gifted and talented.* Ventura, California: N/S-LTI-G/T. 145 p. \$10.00 U.S. Review: *G/C/T* Mar/Apr. 1982. p. 31.
- Massialas, Byron G. & Zevin, Jack. (1983). *Teaching creatively: Learning through discovery.* Malabar, Florida: Krieger. 258 p. \$13.00 U.S.
- Matthews, Gareth B. (1980). *Philosophy and the Young Child.* Cambridge, Massachusetts: Harvard University Press. 123 p. \$10.00 U.S.
- Meeker, Mary M. (1969). *The structure of the intellect: Its interpretation and use.* Columbus, Ohio: Merrill. 203 p. (available in libraries)
- Noller, Ruth B., & Frey, Barbara R. (1983). *Mentoring: An Annotated Bibliography.* Buffalo, New York: Brearly. 80 p. \$9.50 U.S.
- Pappert, Seymour. (1980). *Mindstorms: Children, computers and powerful ideas.* New York: Basic Books. 230 p. \$7.00 U.S.
- Raph, Jane Beasley, Golberg, Miriam L. & Passow, A. Harry. (1966). *Bright underachievers: Studies of scholastic underachievement among intellectually superior high school students.* New York: Teachers College Press. 289 p. \$21.50
- Rice, Joseph P. (1985). *The gifted: Developing total talent.* (2nd ed.). Springfield, Illinois: Thomas. 318 p. \$32.50 U.S.

- Richert, Suzanne. (1985-86) *Identifying the gifted and talented*. Moorestown, New Jersey: Hanson & Silver. 450 p. \$20.00 U.S.
- Sato, Irving S., Birnbaum, Martin & LoCicero, Jane Early. (in print) *Developing a written plan for the education of gifted and talented students*. Ventura, California: N/S-LTI-GT. 62 p. \$3.50 U.S.
- Ross, John A. & Florence J. Maynes. (1982). *Teaching Problem Solving*. Toronto: OISE Press. 208 p. \$11.50 CDN. Recommended in *Curriculum Review* 22(1), p. 31.
- Sellin, Donald F. & Birch, Jack W. (1981). *Psychoeducational development of gifted and talented learners*. Rockville, Maryland: Aspen systems. 319 p. \$32.00 U.S.
- Skolnick, Joan Langbort, Carol & Day, Lucille. (1982). *How to encourage girls in math & science*. Englewood Cliffs, New Jersey: Prentice-Hall. 192 p. \$8.00 U.S. Reviews: *School Science and Mathematics* 86(20), p. 165, and *Roeper Review* 6(2), 115-16.
- Stanley, Julian C., Keating, Daniel P. & Fox, Lynn H. (Eds.). (1974). *Mathematical talent: Discovery, description and development*. Baltimore, Maryland: John Hopkins University Press. 234 p. \$24.00 U.S. Reviews: *Book Review Digest*, 1975.
- Swassing, Raymond H. (1985). *Teaching gifted children and adolescents*. Columbus, Ohio: Merrill. 512 p. \$40.00 U.S.
- Tuttle, Frederick B. & Becker, Laurence A. (1983). *Characteristics and identification of gifted and talented students*. (2nd ed.). Washington, D.C.: National Education Association. 144 p. \$9.00 U.S. Review: *Curriculum Review* 24(2), p. 34.
- Tuttle, Frederick B. & Becker, Laurence A. (1983). *Program design and development for gifted and talented students*. (2nd ed.). Washington, D.C.: National Education Association. 128 p. \$9.00 U.S. Review: *Curriculum Review* 24(2), p. 34.

- Walters, Michael E. (1984). *Humanities education for gifted children: A differentiated instruction guide for teachers and administrators*. Manassas, Virginia: Reading Tutor. 52 p. \$10.00 U.S. Review: *G/C/T*, Mar/Apr, 1986. p. 51.
- Wolff, Kathryn, et al. (Comps.). (1983). *The best science books for children*. Washington, D.C.: American Association for the Advancement of Science. 271 p. \$16.00 U.S.
- Ziv, Avner. (1977). *Counselling the intellectually gifted child*. Toronto: Guidance Centre, University of Toronto. 544 p. \$11.50 CDN. (or Kendall Hunt, U.S.).



Selected Instructional Materials



Alberta Education
Planning Services



SELECTED INSTRUCTIONAL MATERIALS FOR EDUCATION OF THE GIFTED AND TALENTED: ALBERTA EDUCATION. 1986

In this section are listed the materials that are designed largely for school-based learning but which may well be appropriate, too, for use in the home or community centres. In terms of the vast array of available materials, *the bibliography is selective* in nature, but still one that should still provide *a foundation* for those working with gifted and talented students at different school or age levels.

In the handbook *index*, titles are followed by the code *I.M.* and other abbreviated information. Those that are listed in context but *not* annotated are starred (*).

The *pattern of annotation* developed for the project, is intended to provide sufficient information in a clear concise way. A representative pattern is shown here.

INSTRUCTIONAL MATERIALS (I.M.): Annotation Pattern

TITLE: Subtitle of Material

Author(s)/Editors(s)/Compiler(s)

Publisher(s)/
Distributor(s)

Publication Date(s) Pages/Items (number of)

Type(s) of Material Grade Level(s)

Price(s) (if available)

U. S. or Canadian

Descriptive and/or critical annotation.....

.....

Review (journal citation, if located), SKILL(S) category.

SUBJECT AREA(S) category.

While most of the categories above are considered to be self-explanatory, some information is needed for better understanding of the categories for *price(s)*, *skill(s)* and *subject area(s)*.

PRICE(S)

The *price information*, as noted within each annotation, was accurate according to sources consulted at the time of handbook development. Since information about costs tends to date rather quickly and is very time-consuming to check, it was tempting to exclude it. However, the advantage of providing readers with easy access to individual and comparative prices seemed to far outweigh the disadvantages related to currency and time.

Where *prices* ended in 95 cents, the figure is rounded.

SKILL(S) Category

The *skills* mentioned at the end of the annotation are drawn from the 1986 Alberta Education publication by Garnet Millar, i.e., *Educating gifted and talented students in Alberta: A resource manual*. Although, it is recognized that there are several alternate models (or categories of terms) for the thinking and related skills in educational literature, the decision was made, for the sake of continuity, to reflect the nine categories used in the above manual. The 9 skill areas are: (1) *personal growth*; (2) *creativity*; (3) *critical thinking*; (4) *communication*; (5) *forecasting/planning*; (6) *decision making*; (7) *computer skills*; (8) *leadership/organizational skills* and (9) *independent study*.

More specifically, these *skills* are shown as follows in the I.M. annotations.

MULTI SKILL	several of the 9 skills are involved in the content of the material
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MULTI SKILL	plus (.....), several skills are involved but with some <i>emphasis</i> on 1 or 2 of the nine skills above. <u>e.g.</u> , MULTI SKILL (creativity)
-------------	--

(SPECIFIC SKILL) is named, i.e., at least 1 of the 9 areas
is the major *focus* of the material. e.g.,
PERSONAL GROWTH

SUBJECT AREA(S) Category

Subject areas refer to such common curricular areas as Social Studies (S.S.), Science (Sc), Language Arts (L. Arts) and Mathematics (Math). As indicated below, they are shown within the annotation in much the same way as skills.

MULTI SUBJECT several subjects or topics are involved

MULTI SUBJECT plus (.....), i.e., several subjects or topics
are involved but with some *emphasis* on 1 or 2
subjects. e.g., MULTI SUBJECT (Art/Science)

(SUBJECT AREA) a specific subject area is named, indicating
the major *focus*: more than one subject may be
mentioned. e.g., SOCIAL STUDIES

For easy reference by readers, certain information from the instructional materials annotations (I.M.) is also *coded item by item* in the *index*, following the same pattern, that is, coded by the: *types* of materials; *grade levels*; *skills* and *subject areas* involved.

For examples of the pattern, see annotations following.

ABLE AND AMBITIOUS PROJECTS: A Roundup of Mind-stretching Activities For Gifted and Talented Students

Lynn N. Alexander

G/C/T

1983

Resource book

G.L. 1-12

\$ 10.00 U.S.

Consists of forty projects covering a range of subject areas, types of activities and thinking skills, including those in personal growth category. The projects

may be adjusted to suit different age levels. Guidance is included on: using the contract concept, steps involved in completing the work and the reporting and evaluation of projects. MULTI SKILL (independent study); MULTI SUBJECT.

ABOVE AND BEYOND, BOOKS 1, 2, 3

Dianne Drazie

Dandy Lion

1978

Activity books

G.L. 1-7

5.00 ea. U.S.

A set of 3 books for Grades 1-3, 3-5 and 5-7, respectively, that are intended to provide open-ended enrichment activities for the program in general. Examples of topics are: "Making Shapes", "Optical Illusions" and "Where in the World" (Book 1); "Measurement", "Symmetry" and "Bookbinding" (Book 2); and "Scientific Methods" (Book 3). No special teacher preparation or additional materials are considered to be necessary. MULTI SKILL (critical thinking/creativity); MULTI SUBJECT.

ACADEMIC EXCELLENCE IN THE HUMANITIES

Parkrose School District

Northwest Clearinghouse

in print

71 p.

Curriculum guide

G.L. 7-12

5.00 U.S.

A curriculum guide developed in a Portland, Oregon school district and, therefore, American in orientation. Lesson plans and suggested resources are outlined for a humanities program at the junior and senior high school levels; the integrated curriculum concept is applied in particular to Social Studies, English and Career Education. Guidelines for independent study are also given. MULTI SKILL: MULTI SUBJECT (Social Studies/English/Career Education).

ACCENT ON ALGEBRA (revised)

Pat Boyle (with Bill Juarez)

Creative Publications

1976 (orig.)

138 p.

Activity book

G.L. 8-12

9.65 U.S.

Potentially useful for bright students in grades below the stated junior-senior high school levels. Focuses on enrichment activities, many of which are self-checking. Contents include mazes, number games, cross-nominal puzzles and other puzzles that stress vocabulary development. Perforated pages are provided for easy use and/or filing. MULTI SKILL (critical thinking); MATH (Algebra).

ACT IT OUT

Lynn Molyneux and Bradley Gorder

D.O.K.

in print

192 p.

Resource book G.L. K-4 13.00 U.S.

A spiralbound resource book that provides ideas for creative dramatics. Different themes are offered (e.g., holiday concepts, subject-centered drama) as well as different forms of presentation (e.g., plays, pantomimes). Suggestions are made, too, about the planning of basic props/settings and making of costumes/disguises. MULTI SKILL (Communication); LANGUAGE ARTS (Drama).

ACTION NEWS: Activities for Teaching About TV News Programs.

Stevens and Shea in print 16 p.
Mini-kit G.L. 5-up 29.50 U.S.

Employs simulation techniques to help students understand what is entailed in gathering, assessing and writing the news. The kit consists of twenty-five 16-page student booklets and one 4-page reproducible booklet. A teachers' guide is also included. MULTI SKILL (critical thinking/communication/decision making); MULTI SUBJECT.

ACTIVITIES FOR THE STUDY OF GIFTED/TALENTED PERSONS

Joyce Juntune
120 Creative Corner 1984 39 p.
Activity book G.L. 5-12 6.75 U.S.

Descriptions of outstanding people are supplemented with activities, some of which are suited to group work and others which are more appropriate for individual study. MULTI SKILL (personal growth); MULTI SUBJECT.

ACTIVITIES WITH FANTASY

Nancy Polette
Book Lures 1981 32 p.
Activity book G.L. 4-7 5.00 U.S.

One of the several publications by Polette in this bibliography. She is a well-respected author of a number of practical and stimulating instructional materials. This one is designed to encourage growth in a range of skills, for instance, thinking, discussing, reading and writing. As a base for doing the activities, students are introduced to some imaginary characters. They are then given opportunities to practice the writing of fantasy, including the invention of their own characters, creative plots and solutions. Reproduction of materials is freely permitted. Review: *Curriculum Review* 22(1), p. 24. MULTI SKILL (creativity/communication); LANGUAGE ARTS (Literature).

ACTIVITIES WITH MYTHS

Nancy Karl

Book Lures

1982

32 p.

Activity book

G.L. 4-7

5.00 U.S.

Greek, Roman and Norse mythological themes and their interpretations provide a foundation for creative thinking and writing activities. Some topics presented are: "Mythology Tic-Tac-Toe"; "Group Decisions" and "Welcome to Valhalla". Reproducible material which is suitable for individual, group or whole class work. Review: *Curriculum Review* 22(1), p. 25. MULTI SKILL (creativity/critical thinking); LANGUAGE ARTS (Social Studies).

ADVENTURES IN CREATIVE THINKING

Donald Treffinger and Judith Ricca

D.O.K.

1983

56 p.

Activity book

G.L. 4-12

6.00 U.S.

Considered to be enrichment for parents/children or teachers/students working together. The intent, in general, is to strengthen connections between home and school life and, more specifically, to help learners, ages about 9 to 18 years old, become confident and competent problem solvers in their present and future living. CREATIVITY; MULTI SUBJECT.

ADVERTISING BOX: Games and Activities for Teaching About Advertising Techniques

Stevens and Shea

in print

16 p.

Mini-kit

G.L. 5-up

29.50 U.S.

A similar material in format and intent to *Action News* above. Here, however, the emphasis is on understanding standard advertising techniques - first by learning what these are, then by applying the knowledge through team interaction. That is, as one team reads a short ad, the other team tries to identify the technique. The kit consists of twenty-five 16-page books, a 4-page reproducible workbook and a teacher's guide. MULTI SKILL (critical thinking); MULTI SUBJECT.

AFFECTIVE EDUCATION GUIDEBOOK: Classroom Activities in the Realm of Feelings

Bob Eberle and Rosie Hall

D.O.K.

1975

176 p.

Teacher's guide

G.L. K-12

10.00 U.S.

A resource book authored by teachers and intended for use by teachers and

group leaders. The overall goals are to help promote cooperative behaviour in students and foster their feelings of self-worth and self-sufficiency. A model for planning the instruction is given and supported by nearly 130 activities and 4 sample units. The appendices provide additional guidance on several topics, for example, on strategies for group discussion. Review: *Feldhusen & Treffinger* (1980). pp. 86-7. MULTI SKILL (personal growth): MULTI SUBJECT.

AFTERMATH SERIES, Bks. 1, 2, 3, 4

Dale Seymour. et al

Creative Publications

1975

Bks. 120 p./8.75

Activity books

G.L. 5-9

Mstrs. 60 p./15.00

Books of enrichment activities that can be purchased separately or as a set in two formats - that is, as either 4 standard activity books (as in the title above) or as 8 spirit masters books of 60 pages each (Bks. 1A/1B; 2A/2B; 3A/3B; 4A/4B). The content is the same in both. The many activities included are considered to be useful for those students who understand basic mathematical concepts and would benefit from reinforcement and extension of these ideas. Concepts are presented through games, puzzles and cartoons. Such features as clear basic directions and answer keys in each book are intended to facilitate individualized work. Review: *G/C/T* Jan/Feb, 1981, p. 55. CREATIVITY (problem solving): MATHEMATICS.

AH HAH! THE INQUIRY PROCESS OF GENERATING AND TESTING KNOWLEDGE

John McCollum

Good Year

1978

186 p.

Teacher's Guide

G.L. K-12

13.00 U.S.

A resource book on the conceptual base for inquiry teaching and its practical applications. Contains guidance on developing thought-provoking questions and assessing subsequent student progress. The author aims to transform "ho-hum" into Ah Hah! through the inquiry approach. MULTI SKILL; MULTI SUBJECT.

AHA! GOTCHA: Paradoxes to Puzzle and Delight

Martin Gardner

G/C/T; or Dale Seymour

1982

179 p.

Activity book

G.L. 9-12-up

10.00 U.S.

Paradoxes are explained as being "any mathematical result contrary to intuition and common sense". Gardner's premise is that there is much to be learned from paradoxes: such contradiction and ambiguity, he feels, can challenge us all to probe more deeply. Six areas of mathematics are covered specifically, logic, probability, numbers, geometry, time and statistics. This booklet has been well-recommended in several sources. Review: *Curriculum*

Review 22(1), p. 71. MULTI SKILL (critical thinking); MATHEMATICS.

AHA! INSIGHT

Martin Gardner

G/C/T; or Dale Seymour	1978	179 p.
Activity book	G.L. 9-Adult	11.00 U.S.

As in *Aha! Gotcha* above. Gardner's intent is to generate creative problem solving (especially the "flash of insight", the "Aha!" kind of thinking). The content is also mathematical and again is presented in the form of puzzles with interesting story lines and many lively cartoons. Puzzles are organized into six categories: combinatorial, geometric, number, logic, procedural and verbal. MULTI SKILL (creativity/problem solving); MATHEMATICS.

ALGEBRA IN THE REAL WORLD

LeRoy Dalton

Dale Seymour	in print	256 p.
Activity book/masters	G.L. 10-12	16.00 U.S.

Exercises based on applications of algebra or the student with some background in the area. More than one exercise is given on a particular concept to provide reinforcement, if needed or desired by a student. Attention is given to the appreciation of mathematics in general as well as its importance in everyday life. Clear, reproducible worksheets are provided which are also suitable for making overhead transparencies. Answer keys included. MULTI SKILL (creativity/problem solving); MATHEMATICS.

ALGEBRA WITH PIZZAZZ!

Steve March and Janis Marcy

Creative Publications		64 p. ea.
Activity books (Series)	G.L. 9-12	8.25 U.S. ea.
		32.00 set U.S.

A series of 4 supplementary books which contain self-checking exercises; the exercises are suitable for xeroxing or making overheads. Appropriate for such use as individual study by a student with a particular strength and interest in algebra. In part, the content of each book is as follows: Book A provides an introduction to algebra, operations with integers, variables, expressions and formulas, solving linear equations.... Book B covers polynomials, factoring polynomials, solving equations and word problems by factoring.... Book C includes combining algebraic fractions, polynomial division and systems of linear equations in two variables.... Book D deals with functions, inequalities, rational and irrational numbers, radicals, quadratic functions... and an introduction to trigonometry. MULTI SKILL (independent study); MATHEMATICS (Algebra). Review: *Curriculum Review* 22(1), p. 62.

AlphaBetiCs: A History of Our Alphabet

Sally Patton

Patton Pending

in print

Resource book

G.L. 2-8

15.00 U.S.

One of Patton's teacher-produced materials for gifted students. See also: annotations for *Architecture: Man Creates Series* and *Numismatic\$*. In *AlphaBetiCs*, the origin and development of the 26 letters are covered, from the pictographs of early man through the Sumarians, Egyptians, Chinese, Greeks and Romans. All component materials, including the task cards, are written in calligraphy. MULTI SKILL; MULTI SUBJECT (Art/Language Arts/Social Studies).

THE AMELIA BEDELIA THINKING BOOK

Nancy Polette

Book Lures

1983

32 p.

Activity book

G.L. K-3

5.00 U.S.

Composed of thinking and writing activities to complement the Amelia Bedelia series by Peggy Parish; ready-to-use reproducible exercises are accompanied by straightforward directions. Involves children in a range of thinking skills including forecasting, decision making and problem solving. The humour generated by double meanings of words in the series enhances the potential appeal to primary children. Review: *Curriculum Review* 24(2), p. 24. MULTI SKILL (critical thinking/creativity); LANGUAGE ARTS.

ARCHITEXTURE: A Shelter Word

Sally Patton

Patton Pending

in print

Resource book

G.L. 2-8

11.00 ea. U.S.

Suitable for self-directed research by small or larger groups of gifted students. Highlights the "contributions of various nations and cultures in the field of architecture". Includes background for the teacher, suggested activities and guidelines for building learning centres. MULTI SKILL (independent study); MULTI SUBJECT (Art/Social Studies).

THE ART OF PERCEIVING PROBLEMS

Eileen Babcock and Marilyn Brown

Foxtail

1980

Activity book

G.L. 4-6

12.50 U.S.

The authors have produced 2 activity books that seem to go hand-in-hand: *Perceiving Problems* is focussed on developing students' awareness of problems

as the foundation for effective problem solving. A second book, *The Art of Resolving Problems*, is concerned with creative problem solving processes for application to daily living. For students at intermediate grade levels. Review: *Roeper Review*: Feb., 1982 (Resolving Problems). CRITICAL THINKING; MULTI SUBJECT.

ASKING QUESTIONS, FINDING ANSWERS

Dianne Draz

Dandy Lion Publications	1979	70 p.
Activity book	G.L. 3-9	7.50 U.S.

Classroom activities, games, individual tasks and worksheets designed to aid in developing skills for information retrieval and independent study. Many of the activities, demonstrating different types of questions, are useful in inservice presentations for teachers. (Annotation: L. Tickles, Calgary). INDEPENDENT STUDY: MULTI SUBJECT.

ASTROGATION LICENSE

Edith Doherty and Louise Evans

Synergetics	in print	149 p.
Unit	G.L. 4-10	15.00 U.S.

"A Synergetics mathematics and science unit for individual study based on NASA data to complement studies of futuristics astronomy, or physics". It contains: 16 multidisciplinary activities; answers/explanations of solutions and all the background materials needed. The main objectives are to have students proceed in rank from space cadet to chief astrogator and, in the process, learn how to navigate in space. The 5 main topics are: (1) "Astrogator Cadet"; (2) "Astrogator Sergeant Major"; (3) "Astrogator Second Class"; (4) "Astrogator First Class" and (5) "Chief Astrogator". MULTI SKILL (independent study/forecasting planning); MULTI SUBJECT (Mathematics/Science).

A-WAY WITH PROBLEMS

Marilyn Brown, Eileen Babcock, Betty Lewis

Foxtail	1979	
Activity book	G.L. 7-12	12.00 U.S.

Lessons and activities to help students acquire creative problem solving skills. Ideas are given for identifying problems, choosing potential solutions and guiding students to select the best option. MULTI SKILL (creativity); MULTI SUBJECT. (In index, see *Away...*)

BASIC THINKING SKILLS (SERIES)

Anita Harnadek

Midwest	1977	
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Activity books/masters	G.L. 1-Adult	10.00 ea. U.S. bk.
		5.00 ea. U.S. mstrs.

Similar in format and broad goals to several other Midwest comprehensive thinking skills materials described in this bibliography. This series is composed of 12 non graded activity books or sets of dittos. The titles include: Analogies, Books A, B, C, D; Antonyms and Synonyms; Following Directions, Books A, B and Patterns. Favourably reviewed at the time of publication. MULTI SKILL (critical thinking); MULTI SUBJECT.

BE A PROBLEM SOLVER: A CPS Chartbook

Bob Stanish and Bob Eberle

D.O.K.	(1985)	46 p.
Activity book	G.L. 4-12	9.00 U.S.

An extension of the activities and a six-step proving process presented in *CPS for Kids* (1980) by the same author (see annotation). Problems are stated on mini-posters suitable for display and lend themselves, therefore, to small groups or independent work. Considered to be practical in content, easy to use and likely to provide good motivation for learning. CREATIVITY (problem solving); MULTI SUBJECT.

BLOOD AND GUTS: A Working Guide to Your Own Insides

Linda Allison

Little, Brown	1976	127 p.
Activity book	G.L. 5-9-up	8.00 U.S.

One of several publications in the Brown Paper School Books series mentioned throughout the bibliography. At first glance, one might regard these books as rather lightweight in appearance and content. However, the content is, in fact, well organized, amusing and substantial enough to capture the interest of both teachers and students. Good attitudes towards learning in general and independent inquiry are also encouraged.

Blood and Guts, itself, is focussed on the wonder and workings of the human bodies. Examples of topics such as "Skin: The Bag You Live In" and projects such as making a "Matchstick Pulse Meter" may help convey the tone and potential appeal for the reader. The materials needed are very basic and activities can be carried out at home or school. Available from Creative Learning Press also. MULTI SKILL (Creativity/Independent Study); SCIENCE (Biology).

BLUE JEAN DAYS

Dotty Verrett and Carolyn Neff

Dandy Lion	1982	32 p.
Activity book	G.L. 4-8	5.00 U.S.

In this material, the theme of blue jeans is used to foster general academic learning and thinking skills especially those from Frank William's model and Bloom's Taxonomy. The instructional activities are based on the manufacturing, advertising and marketing of blue jeans. According to a *G/C/T* reviewer who implemented the unit, "it provided a lighthearted approach to developing creative powers, critical thinking, problem solving, brainstorming and, cross-disciplined academic skills." Suitable for individualized or group work: has clear directions and reproducible sheets. Also available from GCT and Peller. Reviews: *G/C/T* Mar/Apr, 1985, p. 50, and *Curriculum Review* 22(5), p. 47. MULTI SKILL (creativity/critical thinking). MULTI SUBJECT.

BOOK LURES, INC.

Book Lures, Inc. produces a number of activities that fall mainly into two related categories - those designed to: "lure" children to literature to help them become independent researchers. Among the authors for these materials, are Nancy Polette, Virginia Mealy and Nancy Black. See annotations for: *Activities with Fantasy*; *Activities with Myths*; *The Amelia Bedelia Thinking Book*; *First Research Projects*; *The Frog and the Toad Thinking book*; *It's A Mystery*; *The Research Book for Gifted Programs K-8* and *The Research Book of Sports and Cars*.

Further examples of Book Lures publications are: (1) *The Book Report for Primary Grades*; (2) *Discovery: Exploring Books with Gifted Children*, Grades 4 to 6; (3) *More Than A Story Hour*, Grades 2 to 6, divergent thinking and writing activities to follow the sharing of a book or filmstrip; (4) *Pick a Pattern for Creative Writing*, Grades 3 to 6, based on 26 patterns found in popular picture books; (5) *The Monster Research Book*, Grades 3 to 6, using reference books to learn about mythical and legendary monsters; (6) *The Supernatural*, Grades 6-10, supernatural events from history and literature and *The Tall Tale Research Book*, Grades 4-7. A composite review of some of the Book Lures materials is in *Curriculum Review* 22(3), p. 26. MULTI SKILL (critical thinking/creativity/independent study); MULTI SUBJECT.

THE BOOK OF THINK: Or How to Solve Problems Twice Your Size

Marilyn Burns

Little, Brown

1976

128 p.

Activity book

G.L. 4-Adult

13.00 U.S.

A compilation of practice exercises for heightening sensory awareness, getting rid of mental blocks, fine-tuning the imagination and looking at all facets of a situation as preliminary steps in systematic problem solving. In addition to thinking through the problems posed, the reader is invited to think about thinking. Large print, pen and ink illustrations and an engaging style of writing combine to make this a highly readable, "let's get involved", ex-

perience. (Annotation: *L. Tickles, Calgary*). Recommended in several sources, e.g., *Feldhusen & Treffinger* (1980), p. 92. One of the Brown Paper School Books Series. CRITICAL THINKING: MULTI SUBJECT.

THE BROWN PAPER SCHOOL BOOKS SERIES (Little, Brown & Co.)

See annotations for *Blood and Guts; The Book of Think; I Am Not a Short Adult The Night Sky Book* and *Reasons for the Seasons*. There are other titles in the series, too, several of them dealing with science. Many are available from such distributors as Dandy Lion and prices, therefore vary. Review of series: *Feldhusen & Treffinger* (1980), pp. 92-3.

BUILDING THINKING SKILLS (SERIES) Books 1, 2, 3

Howard Black and Sandra Black

Kahl's	1984, 1985	250 p. ea.
Books	G.L. 2-8	12.00 U.S. ea. bk.
		6.00 U.S. ea. tchr. gde.

This 3-book series is part of a Comprehensive Thinking Skills Program published by Midwest. In *Building Thinking Skills*, the activities are based on 4 main concepts: similarity and difference; sequence; classification and analogy. These concepts are considered by the authors to have strong implications for academic learning, especially in the areas of science and mathematics. To introduce students to analytical thinking, it is suggested that the 3 books be used sequentially (starting with Book 1), whatever the grade level or student ability.

In Book 1, there are 8 chapters, four each dealing with basic figural and verbal activities. The verbal sequences chapter, for example, includes activities on: following directions; finding locations on maps; describing directions and ranking items. In Book 2 and Book 3, there is a gradual shift from figural to more complex, verbal activities. Reviews: *Curriculum Review* 24(2), p. 22 and 25(3), p. 22. MULTI SKILL (critical thinking); MULTI SUBJECT.

CPS CLEARTHROUGH

Diane Lee Foucar

Northwest Clearinghouse	in print	22 p./2.50 U.S.
Teacher's guide/		
Activity book	G.L. 4-up	7 p./50 U.S.

A small book based on the Osborne-Parnes Creative Problem Solving Process. The teacher's guide, which incorporates the student workbook, is 22 pages long while the student workbook is just 7 pages. In the guide, a brief overview of the CPS process and possible topics for investigation are given while, in the student book, direction is provided on the processes for both identify-

ing a problem and finding its best solution. CREATIVITY (problem solving); MULTI SUBJECT.

CPS FOR KIDS: A Resource Book For Teaching Creative Problem Solving to Children

Bob Eberle and Bob Stanish

D.O.K.	1980	128 p.
Resource book	G.L. 3-9	9.00 U.S.

Thirty activities are provided, 5 for each of the 6 suggested developmental steps to problem solving. The steps are: (1) "sensing problems and changes"; (2) "fact-finding"; (3) "problem-finding"; (4) "idea-finding"; (5) "solution-finding" and (6) "acceptance-finding". Two sample topics under problem-finding are: "The Great Improvement Machine" and "Locked Out". Specific teacher guidance is provided page-by-page preceding the student activities. As well, there is included in the back of the book, a duplicate set of perforated worksheets for easy removal and photocopying. The foreward is written by Paula and Pansy Torrance. CREATIVITY (problem solving); MULTI SUBJECT.

CAPABILITIES UNLIMITED: Projects for the Promising (Series)

Grace Boyle, and others

Capabilities Unlimited	1981	
Activity books	G.L. 4-12	8.00 ea. U.S.

Twelve small project books, containing multidisciplinary activities based on Bloom's Taxonomy; intended to help improve students' reasoning and creative thinking abilities. Some component titles are: (1) "Bugs, Bites, Trilobites"; (2) "Project Imagineering"; (3) "Project Invention"; (4) "Project Mystery"; (5) "Project Medicine" and (6) "Project Phenomena". Prices are somewhat less for a set of 6 or all 12 books.

Capabilities Unlimited also produces another similar 5-book series with such titles as: *Project: Cogito Ergo Sum* (about 8 famous philosophers); *Project: Middle Ages* and *Project: Earthly Terrors* (such oddities in nature as the puffer fish, Tasmanian tiger and bats). MULTI SKILL (critical thinking/creativity); MULTI SUBJECT (Science/Social Studies).

CHALLENGE BOXES: 50 Projects in Creative Thinking

Catherine Valentino

Dale Seymour	1983	122 p.
Activity book	G.L. 4-8	12.00 U.S.

Designed to help students transfer higher level thinking skills and productive thinking to subject areas. The selected activities are those that students found to be the most challenging and enjoyable during a field-based project in North Kingstown, Rhode Island; it was the concept of challenge and the

use of boxes for organization and storage of materials that subsequently led to the "Challenge Box" concept.

Sample projects are: (1) "Bones" - preparing a picture or model of the skeletal system of an imaginary beast that can perform eight given feats (Science: reference skills) and (2) "I've Got a Secret" - finding five historical secrets that, had they been found out, would have changed the course of human history (Social Studies). There is much potential for group discussion and self-evaluation in the 50 activities provided. Review: *Curriculum Review* 24(2), p. 25. MULTI SKILL (creativity); MULTI SUBJECT.

CHANGE FOR CHILDREN Ideas and Activities for Individual Learning

Sandra Kaplan, et al

Good Year	1980 (2nd ed.)	255 p.
Activity book	G.L. K-6	13.00 U.S.

Illustrated instructions for building and using learning centers, together with record-keeping and evaluation procedures. Examples of a broad range of topics, techniques and prospective learning outcomes emphasize the practical application of sound educational theory. Also included, are step-by-step guidelines for facilitating independent study activities (e.g., defining/refining a topic, generating questions, locating and utilizing resources, creating a product from the material learned, evaluating the process). Excellent index. Annotation: L. Tickles, Calgary. MULTI SKILL: MULTI SUBJECT.

CHIP IN: Motivational Activities to Stimulate Better Thinking

Bob Eberle

Good Apple	1982	96 p.
Activity book	G.L. 3-8	8.00 U.S.

Focussed on helping develop student's divergent thinking skills, but with somewhat of a novel twist. A collection of coloured paint chips is needed (the kind found on colour charts in paint or hardware stores). All the exercises are built around imaginative use of these chips (e.g., creating an original advertisement). Well-illustrated and interesting. Recommended in several sources. In *Curriculum Review* 22(1), it is noted that "this unusual material can stretch student perspective and improve thinking as well as writing skills". p. 23. MULTI SKILL (Creativity); MULTI SUBJECT.

CHRYSLIS

Micki McKisson

Zephyr	1983	225 p.
Resource book	G.L. 4-12	30.00 U.S.

Eight units which are clearly presented in total and separately. The units include such topics as: "Thinking and Feeling"; "The World of Beauty";

"Unexplained Phenomena and the Scientific Procedure." Within the 8 units, are many individual lessons based largely on different thinking processes (e.g: "defining beauty"). Can be adjusted for use with higher grades, even up to Grade 12. Reviews: *Curriculum Review* 24(2), p. 24. and *G/C/T* Mar/Apr, 1985. MULTI SKILL (creativity/critical thinking); MULTI SUBJECT.

CLASSROOM IDEAS FOR ENCOURAGING THINKING AND FEELING

Frank Williams

D.O.K.

1970 (2nd ed.).

208 p.

Resource book

G.L. K-9

10.00 U.S.

This highly-regarded sourcebook includes a description, in both written and graphic form, of Williams "Model for Implementing Cognitive-Affective Behaviors in the Classroom". Although an older publication, it is still in print and widely-used. It is valued particularly for the model, the range of skills included and its interdisciplinary approach to learning. Williams' model consists of 3 dimensions: Dimension (1) Curriculum (Subject Matter Content); Dimension (2) Teacher Behaviors (Strategies or Modes of Teaching) and Dimension (3) Pupil Behaviors (4 divergent thinking skills/4 divergent feelings).

There are, in all, 387 activities in which the cognitive/affective behaviours and subject areas are integrated (Language Arts, Mathematics, Social Studies, Science, Music and Art). Indexing and cross-indexing of the exercises helps facilitate understanding and appropriate use. MULTI SKILL: MULTI SUBJECT.

For those wanting additional activities, note that *The Second Volume of Classroom Ideas for Encouraging Thinking and Feeling* (1982) by Williams is available from D.O.K.

THE COMPUTER PRIMER: A Complete Guide for Gifted Beginners

Ann Cavanaugh

Trillium

1984

128 p.

Activity book

G.L. 3-8

15.00 U.S.

Considered to be clearly written, quite comprehensive in coverage and of interest to adults as well as children. The content relates to most standard micro computers (Apple, Atari, Pet, IBM, TRS-80) and contains both background and programming information. The background section includes: the history of computers; uses of computers; types of computers; puzzles; keyboarding; binary number system and flow charting. In the programming section, attention is given to such concepts as: logical operations; debugging; branching; read data; integers and graphics. Has been well-recommended in several sources. COMPUTER SKILLS; MULTI SUBJECT.

CREATIVITY TO GO UNITS (SERIES): Fast Food for the Mind

Cheryl Atwater, et al

Expanducators	in print	varies
Units	G.L. 1-8	15.00 CDN.

Teacher-made units that are designed to stimulate 4 creative processes: fluency; flexibility; originality and elaboration (based on Frank Williams' model of cognitive behaviors). Each unit contains both teacher guidance and 45 to 50 reproducible activities for large or small group use. The component units are: *Hats* (Social Studies); *A Harvest of Houses* (Social Studies) and *Wheels and Things That Go Around* (Science), all for ages 6 to 13. A fourth unit, *Digging in Dinosaurs* (Science) is for ages 6 to 10. A lively, practical set of materials. CREATIVITY; MULTI SUBJECT. See also: *Stretching Your Thinking Units*.

CRITICAL THINKING, BOOKS 1, 2

Anita Harnadek

Midwest	1980	10.00-11.00 ea. U.S. bks.
Activity books	G.L. 6-12	5.00-6.00 ea. U.S. gdes.

Two books that are part of Midwest's Comprehensive Thinking Skills Program. The objectives here are: "discernment in reading and listening and clarity in speaking and writing". The numerous exercises are drawn from such sources as newspaper articles, newscasts, advertisements and daily conversations. Book 1 includes chapters on: "Introduction to Logic"; "Common Errors in Reasoning"; "Propaganda Techniques" and "Learning To Be Open-Minded". In Book 2, many of the ideas are expanded or explored through alternate examples. These books have been widely-used over the years as an interdisciplinary supplement or separate unit at both upper elementary or high school levels; also, they have been well-recommended in several sources for use in both regular and gifted programs. CRITICAL THINKING; MULTI SUBJECT.

DECISION MAKING SKILLS FOR MIDDLE SCHOOL STUDENTS

Sherrel Bergmann and Gerald Rudman

NEA	1985	65 p.
Resource book	G.L. 5-8	8.00 U.S. p.b.

Teacher guidance on helping students, aged 9-13, learn to make decisions. An 8-step process is explained and activities suggested for practising the steps. About three to four months are needed to complete the program. Review: *Curriculum Review* 25(3), p. 31. DECISION MAKING; MULTI SUBJECT.

DEVELOPING VISUAL ACUITY AND INSIGHT

Selma Herr

Foxtail

in print

Activity book

G.L. 1-5

4.00 U.S. ea

Consists of Book 1 for Grades 1 to 3 and Book 2 for Grades 3 to 5. Includes perceptual and visual exercises intended to motivate and challenge student's thinking. Largely self-directive. MULTI SKILL (critical thinking); MULTI SUBJECT.

DON'T TEACH LET ME LEARN! SERIES

Nina Crosby and Elizabeth Marten

D.O.K.

1979-84

72-88 p.

Units

G.L. 3-10

6.00 U.S. ea

A series developed by teachers to help motivate students in intermediate grade levels. Intended to promote independent study and creative thinking. Activities are based on Bloom's Taxonomy and also classified by subject areas: the skills involved in each activity are shown on a matrix chart. Activities can be done in any order. Some useful features are the heavy pages that can be cut into index cards for filing (1984 series), the coilbound compact format of each book and the inclusion of a student logbook for record-keeping. The 1984 edition of the series, plus guidebook is priced at \$80.25 U.S. MULTI SKILL (independent study/creativity); MULTI SUBJECT.

The 14 titles in the series are:

About Aerodynamics, Robots and Computers, Science Fiction and Astronomy
 About Arachnids, Frogs and Toads and Undersea Life and the Animal Kingdom
 About Architecture, Chefs, Fashion and Inventors
 About Art, Poetry, Shakespeare and Music
 About Fantasy, Magic, Monkeys and Monsters
 About The F.B.I., Firefighters, Felines and Futures
 About Horses, Veterinary Medicine, Agribusiness and Forestry
 About Mysteries, Mythology, Fairy Tales, Fables, Legends and the Supernatural
 About Nutrition, Chemistry, Medicine and Nursing
 About Opera, Ballet, American Theater and Cinema
 About Pirates, Kings and Things, From Girls to Women, and Famous Women
 About Presidents of the U.S., People, Genealogy and Immigrants
 About Tear Jerkers, Humor, Cartoons and Comics and the Newspaper
 About World War II, Adventure, Dreams and Superstition

Don't Teach! Let Me Learn! A How To Guide for Managing an Individual-

ized Learning Environment. (1980) This guidebook provides the teacher with ideas for instruction and management of individualized programs. 36 p. \$5.00 U.S. MULTI SKILL: MULTI SUBJECT.

EFFECTIVE COMMUNICATION: A Handbook of Discussion Skills

John Bushman and Sandra Jones

D.O.K.

1977

32 p.

Resource book

G.L. 4-12

4.00 U.S.

Group discussion activities categorized into six processes, specifically: "Getting Acquainted"; "Establishing Trust"; "Responsibility to Participate"; "Listening"; "Roles" and "Extending the Discussion". Potentially useful for teachers wishing to initiate group discussion strategies with G/T students but who are not sure how to begin. MULTI SKILL (communication/personal growth); MULTI SUBJECT.

EGYPTIAN ARCHITECTURE

Ann Campbell, et al

Alarion

1982

See below

Kit/A.V.

G.L. 5-Adult

85.00-149.00 U.S.(filmstrip)

135.00-283.00 U.S.(video)

An example of the many good instructional materials from the Alarion series, "Multi-Media Programs on History Through Art and Architecture". Since each of the 21 Alarion kits is organized in much the same way, the description below serves as the main one in the bibliography with cross-referencing to the other 20 titles.

The kits are available in two formats, one with 2 or 4 filmstrips and cassettes and the other with 2 or 4 videos. The video kits are more expensive. All kits, (whether the filmstrip/cassette or video package), include 2 teaching manuals and 1 poster. Individual posters for all kits and supplemental lessons for the Grade 4-9 materials may be purchased separately.

The materials were each developed for one of two main levels of learning, i.e., "High School/Adult" and "Grades 4 to 9". Five of the 16 kits produced for high school/adult levels have been adapted for the Grade 4-9 levels, accounting for the 21 titles in total. The programs are available for purchase evaluations, according to terms set out in the publisher's catalogue.

The sample item above, Egyptian Architecture, is one of the kits containing 2 filmstrips and 2 cassettes (or 2 videos). The publisher describes the particular content, in part, as follows: "The belief in life after death was the reason for the tomb and the pyramid...". "Their invention of the clerestory window made possible the great Gothic cathedrals almost 3000 years later". The accompanying 24-page manual was prepared in consultation with 3 qualified educators at university or public school levels. Its contents include an explanation of the concept, scripts (for the AV presentation), 8 pages of

student activities, a glossary of terms and a bibliography. The activities listed should help foster thinking skills - and, the teacher can, of course, readily extend learning for G/T students from the ideas provided in the manual.

A final material in the kit is an 18" x 24" poster which gives illustrations in black, white and red of pyramids, tombs and related items.

The materials have been recommended in reviews published in a number of reputable journals. The kits, then, are viewed as a useful supplement to Social Studies programs. MULTI SKILL; SOCIAL STUDIES.

Others in the series are:

Byzantine Art and Architecture	H-S/Adult
Early Medieval Art and Architecture	H-S/Adult
Egyptian Art and Architecture	H-S/Adult & Gr 4-9
Egyptian Sculpture and Painting	H-S/Adult
Greek Architecture	H-S/Adult
Greek Art and Architecture	H-S/Adult & Gr 4-9
Greek Sculpture and Painting	H-S/Adult
Italian Renaissance Architecture and Sculpture	H-S/Adult
Italian Renaissance Art and Architecture	H-S/Adult & Gr 4-9
Italian Renaissance Painting	H-S/Adult
Late Medieval Art and Architecture	H-S/Adult
Medieval Art and Architecture	H-S/Adult & Gr 4-9
Roman Architecture	H-S/Adult
Roman Art and Architecture	H-S/Adult & Gr 4-9
Roman Sculpture and Painting	H-S/Adult

THE ELEMENTS OF CLEAR THINKING

William F. McCart

Educators Pub. Service 1984 48-108 p.

Activity book (Series) G.L. 9-12 5.00 U.S.

The series consists of 3 well-organized, interesting workbooks for high school students, titled respectively: *Sound Reasoning*, *Accurate Communication* and *Critical Reading*. According to one reviewer: "The thought-provoking activity selections are often appropriate for discussion in both English and Social Studies area..". "Students should acquire a good working knowledge of clear thinking principles from this series and should be able to apply this knowledge to written and spoken communication." Review: *Curriculum Review* 25(3), pp. 23-4. MULTI SKILL (critical thinking/communication). MULTI SUBJECT.

THE ENCYCLOPEDIA OF IGNORANCE

Ronald Duncan and Miranda Weston-Smith (Eds.)

Dale Seymour in print 443 p.

Activity book G.L. 10-12 9.00 U.S.

A publication intended for students in Grades 10-12, but one that may well be of interest also to bright scientifically-oriented students in lower grades. The encyclopedia contains 51 articles written by scientists about the questions of the future, i.e., questions to which present-day scientists would like to have answers. MULTI SKILL (forecasting planning/critical thinking); SCIENCE.

ENGINE-UNITY (Kits; Centers for Independent Study)

Engine-unity Ltd. (Phoenix, Arizona) produces many interesting, teacher-made materials that are classified broadly within a 5-level "Scope and Sequence Chart for Independent Study Skills" (Levels K-2; 3-4; 5-6; 7-9 and 10-12). There are several types of materials for each level, only a few of which are annotated here.

The first level or "primary process" (as it is labelled) includes: Prima Product Booklets; Prima Kits and *Prima Porta-Center Kits* (see annotation). The "intermediate process" includes: a Product Pouch; *Mini-Center Kits* (see annotation); Porta-Center Kits; Paperback Books; Learning Center Kits (e.g., *Greek Mythology*, see annotation) and an Independent Study Kit. The "secondary process" includes First Sheets and *Rat Packs* (see annotation). The materials are considered to be useful in both classrooms and special programs.

FACT, FANTASY, AND FOLKLORE

Greta Lipson and Baxter Morrison

Good Apple

1977

Activity Book

G.L. 3-12

10.00 U.S.

A collection of 11 well-known folktales that has been very well-recommended in several sources. An important issue or perspective has been selected for each of the stories, thereby presenting opportunities for students to examine problems and weigh different viewpoints. The supporting activities are intended to help enrich the language arts (role playing, reading, writing...), integrate with content areas and provide growth in critical thinking (valuing, judging, problem solving...). Background information is given also to help the teacher with planning. Review: *Feldhusen & Treffinger*, (1980), p. 112. MULTI SKILL (creativity/critical thinking/communication); LANGUAGE ARTS (Literature).

FIGURAL ANALOGIES SERIES

Howard Black and Sandra Black

Midwest

1983

Activity books/masters

G.L. 4-12

28 mstrs. per bk.

4.75 ea. U.S. bk.

10.00 ea. U.S. dittos

Designed to improve visual discrimination and promote inductive reasoning for application to reading, science, mathematics and all academic areas. In Book A-1 (easy), an introduction is given to the analogy concept and some types of analogies. Book B-1 (medium difficulty), involves more sophisticated relationships and perceptions, including 3-dimensional analogies. Book C-1 (hard), is more complex, again including 3-dimensional analogies and several kinds of relationships. The 3 sets of analogies also may be ordered as a set of dittos. Intended to be a supplement to the *Building Thinking Skills Series*, (which is part of Midwest's Comprehensive Thinking Skills Program).
CRITICAL THINKING; MULTI SUBJECT (Mathematics/Science).

FIGURAL CLASSIFICATIONS SERIES

Howard Black and Sandra Black

Midwest	1983	28 mstrs. per bk.
Activity books/masters	G.L. 4-12	4.75 ea. U.S.

Organized as explained above (*Analogies*) but not available as dittos (1986). As implied by the title, the exercises in the 3 books (A-1, B-1, C-1) are intended to help develop classifying abilities (grouping items by their related characteristics). Visual discrimination, memory, observation, organizing and problem solving are all involved. Considered to have a potential transfer to such subject areas as science. Review: *Curriculum Review* 23(1), p. 71.
CRITICAL THINKING; MULTI SUBJECT (Mathematics/Science).

FIGURAL SEQUENCE SERIES

Howard Black and Sandra Black

Midwest	1983	28 mstrs. per bk.
Activity books/masters	G.L. 4-12	4.75 U.S. ea. bk
		10.00 U.S. dittos

Three books (A-1, B-1, C-1), similar in format to *Analogies* (above). Available as reproducible books or as a set of dittos. Focussed on sequencing activities, that will strengthen visual discrimination and inductive reasoning skills. Review: *Curriculum Review* 23(1), p. 71. CRITICAL THINKING; MULTI SUBJECT (Mathematics/Science).

FIGURAL SIMILARITIES SERIES

Howard Black and Sandra Black

Midwest	1983	28 mstrs. per bk.
Activity books/masters	G.L. 4-12	5.00 ea U.S.

Includes activities to improve students' perceptions of congruence and similarity in two and three dimensional forms. Relates to work in mathematics and science. There are 4 books in this series A-1 (easy) to D-1 (hard), all in reproducible form. In Book A-1, students could be asked to select a correct shape from among slightly different ones while in Book D-1, they may be asked to assess congruence and similarity in three dimensional

figures. Review: *Curriculum Review* 23 (1), pp. 71-2. CRITICAL THINKING: MULTI SUBJECT (Mathematics/Science).

FIRST RESEARCH PROJECTS

Nancy Polette

Book Lures	in print	32 p.
Activity book	G.L. K-3	5.00 U.S.

Primary level research projects that have been adapted from another book by Polette: *The Research Book for Gifted Programs* (see annotation). Involves children in beginning research activities using picture books and appropriate levels of encyclopedias. INDEPENDENT STUDY; MULTI SKILL.

FLIGHTS OF FANTASY

Lorraine Plum

Good Apple	1980	64 p.
Activity book/A.V.	G.L. K-8	6.00 U.S. ea. bk. 9.00 U.S. ea. A.V.

The rationale for the book is best expressed by its subtitle - "Ideas and Activities to Foster The Development of Imagination, Relaxation, And Self Concept". To help accomplish these objectives, students are led on journeys to such places as the centre of the earth, an unknown planet and a hidden forest. The supporting materials consist of a teacher/student book, a choice of either a record or cassette; the book includes lessons, a script, suggested strategies and activity pages. One of Good Apple's many creative writing materials. CREATIVITY/PERSONAL GROWTH; MULTI SUBJECT (Language Arts).

FOCUS ON

Jeanne White and Jenni Bazan

Western Ed'l. Activities	in print	30-185 pp.
Units (coilbound book)	G.L. 1-6	5.25-19.00 CDN.

These materials, which have been developed by British Columbia teachers for "curriculum enrichment" are now available through the commercial publisher indicated above. Originally, they were available only through the teacher-operated *Making Tracts Publications*. Each unit is made up of: 2 teacher guides; 2 major lesson plans; task card patterns; task card activities and other student activities. The activities are based on Bloom's Taxonomy and/or 5 basic skills: knowing; doing; examining; creating and deciding.

Among the materials are: (1) several *Social Studies* units to supplement Canadian elementary school programs; (2) several *Micro-Studies* to provide independent research activities (e.g., "Learn About Leaves", "Olympic Sports") and (3) *'Novel' Enrichment*. Volume II covers: "Little House in the Big Woods"; "Harriet the Spy"; "Wind in the Willows" and "Banner in the

Sky". MULTI SKILL: MULTI SUBJECT (Language Arts/Social Studies/Science).

THE FROG AND TOAD THINKING BOOK

Nancy Polette

Book Lures	1982	32 p.
Activity book	G.L. K-3	5.00 U.S.

Fluency, flexibility, decision making and problem solving activities based on the *Frog and Toad* series by Arnold Lobel. Intended to foster primary grade thinking skills. MULTI SKILL (critical thinking/creativity); LANGUAGE ARTS.

FUN FOR KIDS: An Index to Children's Craft Books

Marion Gallivan

Scarecrow	1981	347 p.
Resource book	G.L. K-8	17.00 U.S.

A useful resource for teachers and librarians, including those working with gifted students. In Part I, an alphabetical author-title listing of the nearly 300 items is given. Part II is organized according to the particular crafts and project titles while Part III is arranged by the types of materials involved. For each item, a range of grade levels is included and the cultural origins of the craft are given, also, as appropriate. According to one reviewer, "the book will be helpful for teachers of the gifted whose children work on such undertakings as scenery for plays, costuming or dioramas. In addition, it is a book of value for any school or public library.... It is a very useful reference tool". *G/C/T* Nov/Dec, 1982, p. 44. MULTI SKILL; ART.

FUTURE VISION

Smithsonian Institution Traveling Exhibition Service (developers)

Aristoplay	in print	74 cards
Game (cards)	G.L. 5-Adult	4.50 U.S.

An expanded form of a rummy game which involves two or more players in making predictions about the future in terms of air travel, earth travel, communications, health, robotics, human relations, home and entertainment. Instructions included. FORECASTING PLANNING; MULTI SUBJECT.

GEMINI: Gifted Education Manual for Individualized Networks of Instruction

Christine Lewis, Sheila Buckley, and Cathy Meseroll

Trillium	in print	50 p.
Curriculum guide	G.L. 4-12	15.00 U.S.

The guide is based on the concepts of program differentiation and individualization for gifted students. Differentiation is considered under 4 cognitive areas (independent study, critical thinking, creativity and communication) and 2 affective areas (personal growth and motivational development). These areas are further classified into 23 networks, then 449 behavioral objectives, the latter considered to be useful in preparing IEP's. Guidance is also given on assessing students and identifying individual needs. Another material, Pegasus, is intended to apply the skills outlined in Gemini see annotation. MULTI SKILL; MULTI SUBJECT.

THE GIFTED KIDS SURVIVAL GUIDE(S)

Judy Galbraith

G/C/T/

1983-84

71 p./144 p.

Activity book

G.L. 5-12

7.00/8.00 ea. U.S.

Two well-recommended books that are available from several publishers. One 'survival guide' is for ages 10 or younger (1983, 72 p.) and the other for ages 11 to 18 (1984, 144 p.). Both are written to help youngsters understand their exceptionality and deal with negative perceptions of their abilities; advice is given too, about how they can make school more challenging. According to a *G/C/T* reviewer, "this superb guide (ages 10 and under) to survival in a hostile world should be part of every gifted child's personal library. It will become a well-thumbed volume and for good reason: the little book delivers exactly what it promises". *G/C/T* May/June, 1985. p. 54. MULTI SKILL (personal growth); MULTI SUBJECT.

GO FLY A KITE: A Seminar Involving Drama, Art, and Science

Maryann Golden

Synergetics

in print

75 p.

Unit

G.L. 2-6

9.00 U.S.

An interesting Synergetics unit in which students make and fly kites, do experiments with aerodynamics and learn something of the history of kites through creative dramatics. For teachers, there is sufficient information given on general background, kite designs, field trip ideas and other creative suggestions. The contents, which are divided into 3 main sections include: (1) "Getting off the Ground" (background information); (2) "Airborne! Teacher-Led Lessons" (10 suggested lesson topics) and (3) "Back on the Ground" (field trips and other sources of information). MULTI SKILL (independent study); MULTI SUBJECT (Art/Drama/Science).

GOOD APPLE Creative Learning Series

Multiple Authors

Good Apple

1977-1983

64 to 160 pp

Activity books

G.L. K-12

8.00-10.00 ea. U.S.

Good Apple publishes a good many materials, both books and units, that are

intended to stimulate creative thinking; some of the reproducible books are mentioned below. These titles are quite popular and, on the whole, considered to have useful and stimulating content.

Sample titles include: *Calliope* (poetry-based); *Connecting Rainbows* and *Sunflowering* (self-concept/personal growth); *Hippogriff Feathers* and *I Believe in Unicorns* (both about creative thinking about imaginary creatures) and *Sprouts* (integrated language arts). Reviews: *Curriculum Review* 22(1), p. 23 for *Connecting Rainbows* and *Hippogriff Feathers*.

See also annotations for *Fact, Fantasy and Folklore*, *Secrets and Surprises* and *The Unconventional Invention Book*. CREATIVITY: MULTI SUBJECT.

GOOD APPLE Self Concept Series

Multiple authors

Good Apple

64 p. ea.

Activity books

G.L. 2-8

6.00-7.00 ea. U.S.

There are about 12 books in the series, all similar in format, i.e., the same length, reproducible and made up of lively well-illustrated activity sheets. The teacher, of course, must be selective about both the number of books used and the match between a particular concept and students' needs. PERSONAL GROWTH; MULTI SUBJECT. For grade level categories the 12 books are:

Grades 2 to 8:

Appreciating
Belonging
Coping

Mary Anne McElmurry
Mary Anne McElmurry
Corinne Sanders

Grades 3 to 8:

Choosing
Cooperating
Communicating
Feelings
Living
Living
Relating

Corinne Sanders
Mary Anne McElmurry
Mary Anne McElmurry
Mary Anne McElmurry
Mary Anne McElmurry
Evelyn Carswell
Judy Bisignano

Grades 4-8:

Caring
Sharing

Mary Anne McElmurry
Debbie Pincus

GREEK MYTHOLOGY, A LEARNING CENTER

Authored by teachers

Engine-uity
Packet

G.L. 5-8

17.00 U.S.

One of Engine-uity's many learning centres, all of which are "large, open-ended research units designed to challenge students who know how to gather information from a variety of sources". An actual learning centre can be put together from the materials. *Greek Mythology* has 72 task cards, 12 for each of the 6 levels of Bloom's Taxonomy. The task cards are classified into 4 topics: "Mount Olympus and the Deities"; "Monsters and Mythological Beasts"; "Selected Myths and Recurrent Themes" and "Greek Heroes." MULTI SKILL (independent study); MULTI SUBJECT.

There are over 30 learning center kits, including the following: *Reptiles; Volcanoes and Earthquakes; Junk Food; Solar System; Circus; Gnomes and Poetry in Motion.*

GREEK MYTHS AND LEGENDS

Aristoplay
Game

in print
G.L. 2-up

cards
5.00 U.S.

A card game played similarly to "Authors" or "Fish" involving the players in the plots of Greek myths. It could serve as an introduction to the gods, goddesses and heroes of mythology and primary grades, thereby providing enrichment. Easy to play. MULTI SKILL; LANGUAGE ARTS (Literature).

GROKING INTO THE FUTURE

Edith Doherty and Louise Evans

Synergetics
Resource book/unit

in print
G.L. 4-9

287 p.
25.00 U.S.

"Designed to challenge...gifted students to develop coping skills for the future". A Synergetics independent study unit consisting of a number of lessons 9 learning centers with 29 interdisciplinary activities and 18 task cards. The task cards and/or learning centres (that are part of the resource book) also can be ordered separately as Pocket Packets #1 and #4 respectively.

In the unit, students are taken 50 years through a time warp into the World of Exegesis; there, they are asked to consider the problems of that period and try to find solutions. The component sections are: (1) "Independent Study Process"; (2) "Grokking the Basics"; (3) "World of Exegesis: Simulation"; (4) "Future Terra: Learning Centers"; and (5) "The Beginning of the End". Involves about 18 hours of instruction.

There are also 2 supplementary units for "Grokking...". both organized in the same way and suitable for Grades 4-9. *Quarter Till Human* is about the

relationship of Man, Computers and Robots and *People of the Rim Worlds* is concerned with exploring friendly relationships with aliens. MULTI SKILL (independent study/forecasting planning); MULTI SUBJECT.

HOW TO DEVELOP YOUR OWN CURRICULUM UNITS

Edith Doherty and Louise Evans

Synergetics	in print	119 p.
Curriculum guide	G.L. Elem-Sec.	8.00 U.S.

As the subtitle indicates, these are *Step-By-Step Plans for Turning An Idea Into A Complete Curriculum Unit*. The guide consists of 4 chapters: (1) "A Little Theory Goes a Long Way" (background information/principles of curriculum development); (2) "Thinking Skills" (definition, cognitive/affective skills); (3) "Thinking Processes" (includes: association; prediction; creative problem solving; classifying; interviewing and experimenting) and (4) "Developing A Curriculum Unit" (includes: organizing ideas; concept-building; writing the procedure, packaging the activities and many other processes). There are also two appendices concerned with format and a bibliography. MULTI SKILL (independent study); MULTI SUBJECT.

I AM NOT A SHORT ADULT

Marilyn Burns

Little, Brown	1977	
Activity book	G.L. 5-up	5.75 U.S.

Another of the lively and light-hearted Brown Paper School Books Series (see annotation). This one focusses on the affective dimension of childhood, especially on the aspect of children making the most of being young and not merely learning how to become an adult. Activities are built around experiences of work, play, family, school, adulthood and money. Strongly student-oriented, requiring relatively little teacher guidance. Useful for group or individual learning. Brief review: *Feldhusen & Treffinger*, (1980), p. 92. PERSONAL GROWTH; MULTI SUBJECT.

I HATE MATHEMATICS BOOK!

Marilyn Burns

Dandy Lion	1975	128 p.
Activity book	G.L. 5-up	8.00 U.S.

Helps children (and adults) understand that mathematics is both a way of looking at the world and a very useful tool - and, not just the learning of basic arithmetic. Includes entertaining magic tricks, experiments, gags and mathematical events that should appeal to those who like to figure things out for themselves. Is part of the imaginative Brown Paper School Book Series. Has been well-recommended in several sources. MULTI SKILL; MATHEMATICS.

IDEAS FOR TEACHING GIFTED STUDENTS

Jackie Mallis and David Mallis (Eds.)

Sunburst Communications 1982

168-245 pp.

Resource books

G.L. K-12

30.00 ea U.S.

215.00 set U.S.

Eight handbooks that offer over 180 resource units and projects for gifted students at different school levels. Includes the following titles: (1) *English*, 7-12; (2) *Language Arts*, K-6; (3) *Mathematics*, K-12; (4) *Music*, 1-12; (5) *Science*, K-12; (6) *Social Studies--Elementary*, K-6; (7) *Social Studies--Secondary*, 7-12 and (8) *Visual Arts*, K-12. Each book contains: objectives; concepts to be mastered, group/individual activities; pre/post tests; discussion guides and followup activities.

Overall, these books are well-regarded sources of ideas. Some comments by one reviewer about the *Language Arts* book are: "applicable to a variety of teaching environments"; "presented to the teacher in a format which is both meaningful and practical" and has "many ideas with which to enrich and challenge the most capable students found in regular classes." Review: *G/C/T* Mar/Apr, 1982, p. 32.

Another reviewer wrote as follows about the *Mathematics* book. "As a reference, this book offers valuable resource material for the teacher of the gifted. Most activities are readily useable or easily modified to meet a number of situations. Several activities are unusual and informative". Review: *Curriculum Review* 22(3), p. 66. Also available from Multi-Media Arts.
MULTI SKILL; MULTI SUBJECT

IF I WERE A TABLE

Sandra Warren

Good Apple

1982

64 p.

Activity book

G.L. 1-6

6.00 U.S.

Involves young readers in creative thinking by asking them to think about everyday objects in different ways, starting with a table. For example, students are asked to imagine what a table would hear if it had ears. The book combines a storybook/activity approach, is nicely illustrated and should be especially appealing to children in primary grades. A similar book, by the same author, is *If I Were a Road*. Review: *Curriculum Review* 22(1), p. 23.
CREATIVITY; MULTI SUBJECT.

THE INCREDIBLE INDOOR GAMES BOOK

Bob Gregson

Pitman Learning

1982

192 p.

Resource book

G.L. 1-8

11.00 U.S.

Over 150 games, activities and projects that will be helpful to parents, educators and others who work with children in the community. Both indoor and outdoor games are included, each presented in a logical one-page format. Some of the games/activities require no materials and take 10 to 20 minutes. Others require easily available materials and take 20 to 30 minutes, while a third category needs more organization, material and time to complete. Since the activities are suitable for a wide range of students, some G/T students could benefit from potential opportunities in leadership/organization, communication skills and personal growth. Review: *Curriculum Review* 22(1), p. 21, and *G/C/T* Mar/Apr, 1985, p. 51. MULTI SKILL; PHYSICAL EDUCATION/HEALTH.

INDUCTIVE THINKING SKILLS

Anita Harnadek

Midwest

1979

Activity books

G.L. 1-Adult

5.00 ea. U.S. bk.

10.00 ea. U.S. mstrs.

Eleven activity books that follow the format and general premises of the Midwest Comprehensive Thinking Skills Program (mentioned several times in this bibliography). The titles include: (1) Cause and Effect; (2) Figure Patterns; (3) Figure Relations A, B; Inferences A, B; (4) Open-Ended Problems and (5) Spatial Perceptions A, B. The books are non graded, useful for interdisciplinary work and suitable for all levels of students, including the very capable. Favourably reviewed in several sources. MULTI SKILL (critical thinking); MULTI SUBJECT.

THE INVENTIVE I (Series)

Marilyn Brown

Foxtail

1981

Activity books

G.L. 4-12

13.50 ea. U.S.

38.00 set U.S.

Consists of 3 books: Imagery to Insight, Grades 4 to 7; Imagination to Illumination, Grades 5 to 7 and Innovation to Ingenuity, Grades 7 to 12. Designed to encourage good attitudes towards imagery and growth in creative thinking at all these school levels. Specific teacher guidance is provided. CREATIVITY; MULTI SUBJECT.

IT'S A GAS TO BE GIFTED or CPS FOR THE GIFTED AND TALENTED

Ruth Noller, Donald Treffinger, and Edward Houseman

D.O.K.

1979

52 p.

Activity book

G.L. 4-12

4.00 U.S.

An interdisciplinary unit that includes general guidance on creative problem solving skills and an opportunity to apply these and other thinking skills to

situations involving an imaginary oil company. CREATIVITY: MULTI SUBJECT.

IT'S A MYSTERY

Mavis Arizzi

Book Lures	(1986)	32 p.
Activity book	G.L. 4-8	5.00 U.S.

A focus on thinking activities in which students are challenged to solve some of the mysteries faced by well-known literary heroes and heroines. CRITICAL THINKING: MULTI SKILL.

I'VE GOT ME AND I'M GLAD: A Self Awareness Career Activity Book

Cherrie Farnette, Imogene Forte, and Barbara Loss

Incentive	1977	107 p.
Activity book	G.L. Elem.	6.00 U.S.

Part of the *Kids and Careers Series*. Students are helped to identify personal strengths and weaknesses and consider their entry into a career. The goal is to foster a positive self-concept through discussion, divergent thinking and written activities. Sections included are: (1) "Developing Self-Understanding"; (2) "Developing Understanding of Other People" and (3) "Looking to the Future". Section 3 contains such topics as "Trail Blazers" (predicting life styles); "If the Shoe Fits" (career expectancies) and "Skill Scan (establishing long range goals). Basic directions are given and a controlled vocabulary used. The activities can be done in sequence or adapted to students' interest and needs. PERSONAL GROWTH (creativity); MULTI SKILL (Career Education).

JOUST FOR FUN

Edith Doherty and Louise Evans

Synergetics	in print	234 p.
Unit	G.L. 4-8	23.00 U.S.

A teacher-made unit that is subtitled, *A Curriculum Unit to Investigate the Middle Ages and Relive the Medieval Culture*. About 13 hours of instruction is required. Has 27 learning centers supported by 76 multi-disciplinary activities. The five chapters in the unit are: (1) "Independent Study Process"; (2) "Planning the Siege" (background for the teacher); (3) "Storming the Castle: Lesson Plans" (e.g., The Role of the Knight; The Byzantine Empire; The Medieval Mind and The Medieval Banquet); (4) "The Torture Chamber: Learning Centers" (includes a learning center chart, instructions and the centers themselves) and "The End of the Beginning" (the independent study section, including field trips and a bibliography). MULTI SKILL (independent study); SOCIAL STUDIES.

JUNIOR GREAT BOOKS

Multiple authors

The Great Books Fdn.	in print	see below
Books, pamphlets	G.L. 2-9	7.25-8.00 ea. U.S.

The Foundation is a non-profit organization that publishes selected works of literature and offers courses on interpretive reading and discussion techniques. The Junior Great Books Program, itself, involves students in critical reading and "shared inquiry". Readings for the junior level are published in paperback editions and numbered according to grade level; e.g., Series Two is for second grade level. In the 8 levels, (Grades 2-9), there are anywhere from 13 to 18 books. Series Eight and Nine also can be used with Grades 10, 11 and 12. For those wishing to have more information about the program, some materials that can be ordered from the Great Books Foundation are listed below. MULTI SKILL; MULTI SUBJECT.

Free materials

How to Organize a Junior Great Books Program
 Using Volunteers as Leaders (#J-8)
 A Note to Parents about Junior Great Books
 (#J-9)
 A Note to Teachers about the Junior Great Books
 Program (#J-11)
 How to Start an Adult Great Books Discussion
 Group (#A-2)

Other materials

Examination copies of Junior Great Books: Series
Series 2, \$7.25 ea. U.S.
Series 3-9, any one of these, \$8.00 ea. U.S.

JUNKYARD TREASURES

James Durkin

Creative Learning Systems 1981

Kit	G.L. 4-Adult	13.00 U.S.
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The goal is to provide students with opportunities for creative thinking and, in the process, increase their understanding and appreciation of machines; as the work proceeds, students learn about such things as the attributes, analogies and functions of machines. The kit contains 52 invention cards, an inventor's certificate and a combined guide/games booklet; on each card is displayed a picture of a junkyard treasure that could be made into an invention (a mousetrap, a pulley...). There are 15 interesting games, ranging from easy to more difficult; relatively little reading is involved since the emphasis here is on doing. Recommended as an enjoyable way to improve thinking skills by a teacher who used the kit with Grades 3 to 6. Review: *G/C/T* Sept/Oct, 1983, p. 53. CREATIVITY; MULTI SUBJECT.

JUST THINK (Program Series)

Sydney Tyler

Thomas Geale

in print

Resource books

PreK-Elem.

15.00-35.00 ea. U.S.

Tyler, who based his program series in part, on the CoRT model (Edward de Bono) first tried the materials out with children of U. S. personnel overseas; the programs were well-received in that context and subsequently developed for use with a broader audience.

In *Just Think*, each program comprises about 25 to 30 weeks (nearly a full school year's work). There are two types of lessons for each week, (1) "Cognitive Skill Development Lessons", in which thinking abilities are acquired through a study of certain issues and problems and (2) "Lateral Skill Development Lessons", in which creative problem solving is explored. Below is a listing of the titles:

Just Think Programs

Young Think		Ages 3-4	\$ 15.00 U.S.
Just Think	1	Kindergarten	15.00
Just Think	2	Ages 6-7	25.00
Just Think	3	Ages 7-8	25.00
Just Think	4	Ages 8-9	25.00
Just Think	5	Ages 9-10	25.00
Just Think	6	Ages 10-11	25.00
Just Think	7	Ages 11-12	25.00

Multi Level Programs

Stretch Think	1	Ages 5/7 or K-2	35.00 U.S.
Stretch Think	2	Ages 7-10 or Gr. 2-4	35.00
Stretch Think	3	Ages 10-13 or Gr. 5-8	35.00
Project Overall, The Subject of Thinking			10.00

Anyone interested in knowing more about the series may order a *Just Think Programs: Program Sample Book*, 71 p., \$15.00 U.S. In the sample book received for this project, Geale publishers also included a number of testimonial letters from school districts indicating positive support of the series. MULTI SKILL; MULTI SUBJECT.

LIVING PHILOSOPHIES

Ann Redpath (Ed.)

Creative Education

1985

32 p. ea

Books

G.L. 9-12

9.00 ea U.S. (h.c.)

Made up of 4 concise hardcover books that should present no reading difficulties for high school students of average or better ability. Highlights the

philosophical ideas of certain men who influenced events of the 20th Century: Albert Einstein; Mahatma Gandhi; Bertrand Russell and Albert Schweitzer. In each book, a short biography and synthesis of the person's philosophy is given (e.g., Gandhi, non-violence; Schweitzer, reverence for life). The intent is to encourage a thinking stance to both the particular philosophies and life issues in general. Review: *Curriculum Review* 25(3), p. 21. MULTI SKILL (critical thinking); MULTI SUBJECT.

LOGIC, ANYONE?

Beverly Post and Sandra Eads

Pitman Learning

1982

123 p.

Activity book

G.L. 5-12

10.00 ea. U.S. bk.

4.00 ea. U.S. wkbk.

Subtitled: "One Hundred and Sixty-Five Brain-Stretching Problems". Six types of logic problems are covered, specifically, analogies; matrix logic; table logic; circle logic; syllogisms and Venn diagrams. Each problem type is explained to students and followed by practice activities; an answer key is provided. Students are also encouraged to make up their own logic problems. Considered to be a "practical material that teachers would use profitably...to foster clear thinking, analysis and logical reasoning in a number of ways, and for all types of students". Review: *Curriculum Review* 22(1), p. 71. Also available from Dale Seymour and Spectrum. CRITICAL THINKING; MULTI SKILL.

LOVING AND BEYOND: Science Teaching for the Humanistic Classroom

Joe Abrascato and Jack Hassard

Good Year

1976

171 p.

Resource book

G.L. 4-6

13.00 U.S.

There are 2 main parts to the book, "Teacher Stuff" and "Kid Stuff". In the teacher's section, the nature of science is discussed and a philosophy for a science curriculum suggested. Teachers are encouraged to use such techniques as interviewing students about their science interests and charting the data; sample responses and charts are included. Guidance is also given on "Fostering Student Involvement"; "Acquiring and Using Resources"; "Becoming More Humanistic" and how to use the Kid's Stuff section.

The Kid's Stuff section includes both broad topics, e.g., "Discovering", "Exploring" and "Valuing" and specific topics, e.g., "Hug a Tree" and "The Great Mealworm Race". One reviewer stated that, "*Loving and Beyond...* can make the most unscientific teacher a good science teacher" and that the Kid's Stuff section is "an invaluable source of science activities and teaching approach. The teacher of the gifted child will find a wealth of ideas and guidance in this book." *G/C/T* Jan/Feb, 1981, p. 56. MULTI SKILL; SCIENCE.

M.A.G.I.C. K.I.T.S.

Janet Heuer, Ann Koprowicz, and Ruth Harris

Creative Learning Press 1980 55 p.

Activity book G.L. 1-9 14.00 U.S.

M.A.G.I.C. K.I.T.S. equals (Meaningful Activities for the Gifted in the Classroom Through Knowledge, Interest, Training and Stimulation). The book contains 21 suggested topics for student research and lists of supporting activities. It is up to teachers to decide on the amount of time needed for the activities and to collect relevant resources. The resources, once collected, are to be stored in boxes to which the children have easy access. Overall, the topics are considered to be interesting ones, especially for primary-intermediate grade levels. *G/C/T* Mar/Apr, 1982, p. 34. MULTI SKILL (independent study); MULTI SUBJECT.

MAKE BELIEVE: Games and Activities to Foster Imaginative Play in Young Children

Dorothy Singer and Jerome Singer

Good Year 1985 144 p.

Resource book G.L. PreK-K 12.00 U.S.

Games and exercises for children, aged 2 to 5, to help develop their imagination. Also, includes ideas for parents and teachers about how they, too, can become more imaginative and playful. According to one reviewer, "this is a fine collection of practical suggestions to promote creative fun that both adults and children can enjoy together". Review: *Curriculum Review* 25(3), p. 21. CREATIVITY (personal growth); PHYSICAL EDUCATION.

MAKING IT STRANGE: A New Design for Creative Thinking

Harper and Row 1968; 1975 77-79 pp.

Activity books G.L. 4-7 4.50 ea. bk. U.S.

Includes a teacher's manual and 4 books (Books 1, 2, 3, 4), that were developed largely for bright students. The activities are designed to involve students in thinking about the familiar in strange new ways, particularly through conscious use of metaphors and analogies; growth in creative expression and imagination are the intended outcomes. These materials have been used over many years, are still in print and often cited in recommended lists of G/T materials. CREATIVITY; LANGUAGE ARTS (Writing).

MAN CREATES SERIES

Sally Patton

Patton Pending in print varied

Resource Books G.L. 2-8 12.00-15.00 ea. U.S.

Includes 4 packages developed by Sally Patton on the following: (1) *Artists* (da Vinci, Picasso, Van Gogh...); (2) *Inventors* (da Vinci, Franklin, Edison, Wright Brothers...); (3) *Musicians* (Mozart, Beethoven, Strauss, Tchaikovsky...); and (4) *Philosophers* (Buddha, Socrates, Thoreau, Gandhi...). Described as a: "humanities approach related to the practical and aesthetic contributions of the creative person". The package contains "background information, learning center ideas and individual tasks cards based on different levels of thinking. Intended as a base for individual small group or whole class self-directed research. MULTI SKILL (creativity/independent study); MUTLI SUBJECT (Humanities).

THE MENSA GENIUS QUIZ BOOK TWO

Marvin Grosswirth, and Abbie Salny

G/C/T (Addison Wesley) 1983

160 p.

Activity book

G.L. 5-Adult

6.00 U.S.

There are three Mensa books at present, written by the same author and all quite similar in intent. These are: *The Mensa Genius Quiz Book*; *The Mensa Genius Quiz Book 2* from GCT and *The Mensa Think Smart Book* available from Zephyr at \$8.00 U.S. Contributions to the books were also made by members of Mensa. The collection includes exercises to develop vocabulary, improve memory, quizzes, puzzles, and games. Interdisciplinary. MULTI SKILL; MULTI SUBJECT.

MIDWEST PUBLICATIONS' Comprehensive Thinking Skills Program

While this is not a formal series title, it should be noted that Midwest produces a good number of related materials on thinking. Several of these are described briefly in the bibliography: *Basic Thinking Skills*; *Building Thinking Skills*; *Critical Thinking Books*; the *Figural* books; *Inductive Thinking Skills*; *Mindbenders* and *Primary Thinking Skills*. See annotations.

Each series has the same clear format and practical features; specifically, they are non graded, interdisciplinary, available in reproducible forms and have answer keys. Some of the series are also packaged as sets of dittos or as computer courseware. It is suggested that the books be used in order of difficulty (A to D), whatever the grade level or range of student ability (including gifted students). The exercises can be integrated with Bloom's Taxonomy or Meeker's Structure of the Intellect material. While little reading is required to complete the exercises, much emphasis is placed on listening, discussing and explaining reasons for each decision. The series, overall, is considered to be very helpful in developing problem solving skills.

Other titles from Midwest include: *Brain Stretchers*; *Verbal Classifications*; *Verbal Sequences*; *Visual Logic*; *What's My Logic* and *Word Benders*.

MIND BENDERS (Deductive Thinking Skills)

Anita Harnadek

Midwest

1978

Booklets/masters

G.L. K-12

5.00 U.S. ea. bk.

10.00 ea. U.S. mstrs.

A supplementary material consisting of 12 booklets (or masters) that are part of Midwest's Comprehensive Thinking Skills Program. The set consists of: **Warm Up Mind Benders** which are very easy and **Mind Benders Booklets** which consist of Books A-1 to A-4 (easy), B-1 to B-4 (medium) and C-1 to C-3 (hard). The objective is to improve student's deductive reasoning in reading comprehension, mathematics, science and test-taking.

To accompany the set of booklets, **Mindbenders Instruction and Solutions** is also available (\$6.00 U.S.). Since there is considered to be only one solution per problem, this material is essential; a useful feature is the inclusion of charts to help students work out solutions.

All the above materials have been well-recommended in several review sources, e.g., *Roeper Review*, 3(1), (1980). CRITICAL THINKING; MULTI SUBJECT.

MINDSTRETCHERS: Exercises to Sharpen Perception and Problem Solving Skills

Learning Seed

1981

76 slides b.w./col.

Kit/A.V.

G.L. 1-6

60.00 U.S.

As explained in the teaching guide, the kit consists of a set of slides in a carousel and problems designed to help students learn the problem solving process. The guide includes a description of the problems, answers and suggestions for discussion. Slides 2 to 20 are focussed on **perceptions** and seeing the problem clearly. Slides 21 to 40 require students to explore mental **rearrangements** or alterations of the elements of each problem. Slides 41 to 60 involve students in generating a variety of **solutions** to each problem. On Slides 61 to 76, the objective is to find **connections** between seemingly unrelated parts of a problem. This is a compact, easy-to-use kit, that seems to be best suited to small group activity; however, it should generate much lively discussion among students in either a small or large group situations.

A similar kit from Learning Seed for Grades 7 - 12 is the **Creativity Kit** which contains 63 slides, a 37 minute cassette narration, laminated mindstretcher cards and a teaching guide (\$73.00 U.S.). Review: *Curriculum Review* 22(1), p. 14. CREATIVITY; MULTI SKILL.

MINI-CENTER KITS

Authored by teachers

See below

Engine-Uity

in print

4.00 ea U.S.

Kits

G.L. 3-8

39.00 series U.S.

One of the publisher's many study/thinking materials that are based on Bloom's Taxonomy (see *Engine-Unity* citation, above). The (mini-centers) kits, are especially suitable for students who lack research experience, whether they are average or above average in ability. In each mini-center, there are 6 tasks printed on a brightly colored, sturdy sheet. While the research is at quite an easy level, the work often requires the use of an outside source; students, however, can complete a "product" in an about an hour.

Series I, Grades 3-4. Series II, Grades 5-6 and Series III, Grades 7-8 are each made up of 10 kits. Any one kit contains 5 topics (or mini-centers). For Grades 3-4 kits, the 10 topics are: "Holidays"; "Good Health"; "Harmful Insects"; "Useful Insects"; "Exploring Space"; "Five Senses"; "Poetry"; "Horses"; "Math Manipulatives" and "Big Birds". Review: *G/C/T* Sept/Oct, 1984. p. 49. INDEPENDENT STUDY; MULTI SKILL.

MULTI-MEDIA PROGRAMS ON HISTORY THROUGH ART AND ARCHITECTURE (SERIES) (Alarion Press) See: **Egyptian Architecture**. (21 items in the series)

NEW DIRECTIONS IN CREATIVITY

Joseph Renzulli, et al

Harper & Row

1976

Activity books

G.L. K-8

30.00 U.S.

A creativity training program based in the language arts and intended to improve divergent thinking (fluency, flexibility, originality and elaboration).

Consists of 6 books: Mark A (K - Grade 1); Mark B (Grades 2-3); Mark I (Grades 2-3); Mark II (Grades 5-6) and Mark III (Grades 6-7). Each book is made up of 48 activities in reproducible form; these activities take about one class period to complete, or longer, if some of the interdisciplinary followup ideas are used. There is sufficient background provided for the teacher, including a synthesis of the theory and research underlying the program. Recommended in several sources. Review: *Feldhusen & Treffinger* (1980), pp. 130-1. CREATIVITY; MULTI SUBJECT.

A NEW WAY TO USE YOUR BEAN: Developing Thinking Skills in Children

Darlene Freeman

Trillium

1982

161 p.

Activity book

G.L. K-4

10.00 U.S.

Written for parents and teachers by a primary teacher who works in a model school for educating gifted children. Includes 30 practical activities on teaching children critical thinking, problem solving, logic and creativity. While a variety of exercises is involved (language activities, diagramming), the emphasis is on learning through cooking experiences. MULTI SKILL (critical thinking/creativity); MULTI SUBJECT.

NEWBERY SKILL BUILDERS

Sherwin Glassner, et al

Sunburst	in print	see below
Books/cards	G.L. 4-7	26.00 set U.S.

One of the several materials published by Sunburst Communications that are focussed on the Newbery award-winning books. *Newbery Skill Builders* includes: a teacher's guide (synopses of the books and planning suggestions); 30 activity cards (vocabulary, comprehension, book publishing and personal expression) and 5 award-winning books: (1) *Call it Courage*, (Sperry); (2) *It's Like This Cat*, (Neville); (3) *Julie of the Wolves*, (George); (4) *The Marvelous Misadventures of Sebastian*, (Alexander) and (5) *Sing Down the Moon*, (O'Dell).

There are a number of other "Newbery" materials available from Sunburst, for example: *Newbery Books for the Young Reader*, (Grades 3-5, 11 books, 11 activity cards, guide, \$115.00 total, U.S.) and *Newest Newberys*, 1980s books, (Grades 3-8, 22 books, 22 activity cards, guide, \$274.00 total, U.S.). Recommended in *Language Arts*. MULTI SKILL; LANGUAGE ARTS (Literature).

A NEW WAY TO USE YOUR BEAN: Developing Thinking Skills in Children

Darlene Freeman

Trillium	1982	161 p.
Activity book	G.L. K-4	10.00 U.S.

Written for parents and teachers by a primary teacher who works in a model school for educating gifted children. Includes 30 practical activities on teaching children critical thinking, problem solving, logic and creativity. While a variety of exercises is involved (language activities, diagramming), the emphasis is on learning through cooking experiences. MULTI SKILL (critical thinking/creativity): MULTI SUBJECT.

THE NIGHT SKY BOOK

Jaime Job

Little, Brown	1977	75 p.
Activity book	G.L. 5-up	7.00 U.S.

A science book from the interesting Brown Paper School Books Series. Both the background information and activities are designed to increase students' wonder and knowledge about astronomy; the contents is centred on such topics as constellations, meteors, latitude/longitude, stars, planets and the beliefs of ancient people about the night sky. Brief review: *Feldhusen & Treffinger*, (1980), p. 93. MULTI SKILL; SCIENCE (Astronomy).

NUMISMATICS: A Coin Word (revised)

Sally Patton

Patton Pending

in print

Resource Book

G.L. 2-8

11.00 ea. U.S.

Provides background on the history of money. As in several other of Patton's materials, task cards are used to help gifted students acquire higher level thinking skills and increase their knowledge of research. MULTI SKILL (Independent Study); MULTI SUBJECT (Social Studies/Mathematics).

ODYSSEY: A Curriculum for Thinking (Series)

Marilyn Adams, et al

Mastery Education

1986

156 p. ea. bk.

Books (text series)

G.L. 4-8

3.00/5.00 ea.U.S.std.bk.

5.00 ea. U.S. tchr. gde.

A set of six texts, each accompanied by a teacher's manual and consumable student book. The program is to be introduced through the *Foundations of Reasoning* text, the first-published of the series. Its goals are focussed on increasing pupil knowledge, promoting good attitudes, learning through participation and discovering principles and relationships through exploration. It is suggested that a year be spent on laying this foundation. Lessons are clearly laid out and sufficient information provided throughout for teachers and students.

The other five texts are: *Understanding Language*; *Verbal Reasoning*; *Problem Solving*; *Decision Making* and *Inventive Thinking*. According to a reviewer in *C.R.*, "the basic philosophy underlying this program is up-to-date and appropriate. The organization is logical and both challenging and interesting." However, he suggests, too, that the pencil-and-paper activities might well be supplemented with a number of real experiences and concrete materials. Review: *Curriculum Review* 25(3), p. 18. MULTI SKILL; MULTI SUBJECT.

ON THE NOSE: Fostering Creativity, Problem Solving and Social Reasoning

George Bear, Carolyn Callahan, and Deborah Rogers

Creative Learning Press

1984

60 p.

Activity book

G.L. K-4

13.00 U.S.

Uses 12 original cartoons as the basis for motivating students to think critically about problematic situations; a set of questions accompanying each cartoon helps lead students through the creative problem solving steps. Provides guidance for the teacher also on teaching and followup activities. MULTI SKILL (creativity/critical thinking/personal growth); MULTI SUBJECT.

ON THE ROAD TO CREATIVITY

Charlotte Jaffe

D.O.K.

1983

40 p.

Activity book

G.L. 4-12

5.00 U.S.

Includes 35 open-ended activities that are coded according to Frank Williams model of cognitive and affective behaviours. The match between behaviours and exercises is easily identified on a concise "Activity Matrix" at the front of the book. It is suggested that the one-page exercises can be used as lessons in themselves or as motivation for projects. Examples of topics are: "Constellations"; "What's in a Name?"; "Predicting Trends" and "Break the Code". It is logical and clear in both content and format. Review: *Curriculum Review* 24(2), p. 24. CREATIVITY; MULTI SUBJECT.

OPTIONS - A Guide for Creative Decision Making

Dianne Drazie

Dandy Lion

1982

68 p.

Resource book

G.L. 4-8-up

8.50 U.S.

Provides guidance on learning to make good decisions in both the emotional and intellectual sense. Steps involved are outlined and over 20 practical applications given in the form of suggested lessons and activity sheets. Among the selected topics are: "Feelings About Decision Making"; "Generating Alternatives"; "Changing Your Mind"; and "Future Decisions". Also includes a game, "Moving Up" as a further practice. The suggested steps for decision making and the game are both presented in enlarged, removeable chart form. Review: *Curriculum Review* 22(5), p. 47. DECISION MAKING; MULTI SUBJECT.

THE P.E.P.P.E.R. SERIES

Nancy Dehnhostel and Mary Hartman

D.O.K.

1981

72 p.

Units

G.L. 1-6

Specimen set. 6.00 U.S.

Std. bks.(25) 22.50 set U.S.

P.E.P.P.E.R. is an acronym for "Procedural Educational Plan for Primary Enrichment Resource Activities". This series of 3 multidisciplinary units for primary (or intermediate) grades draws on the work of both Bloom and Renzulli. The selected topics are: "Dinosaurs"; "Space" and "Super Heroes". In each of the 3 units, attention is given to vocabulary, creative writing, characterization, divergent thinking and problem solving. Specimen sets of one student book and one teacher's manual can be ordered for any of these units. MULTI SKILL (creativity); MULTI SUBJECT (Science/Social Studies).

PATCHWORK - Activities to Promote Flexible Thinking

Dianne Drazie		
Dandy Lion	1980	69 p.
Activity book	G.L. 4-8	7.00 .S.

Consists of many activities intended to encourage flexible thinking. There are over 40 pages of reproducible exercises on finding "alternate uses, perspectives, causes, consequences, solutions, or ways to do things". Also, there is 5 brief but interesting sections: (1) "In the Balance" (looking at pros and cons); (2) "Connections" (flexible thinking is essential to making connections); (3) "Looking at Problems" (alternate solutions); (4) "Games" (adaptations of old games) and (5) "Task Cards" (advanced projects for individuals or groups). A useful material to help generate lively discussion and growth in creative thinking; could appeal to a wider age range than suggested, say from primary to high school levels. Answer key is provided. Review: *G/C/T* Jan/Feb. 1982, p. 58. MULTI SKILL (creativity/critical thinking); MULTI SUBJECT.

PEBBLE MATH ACTIVITIES

William Gibbs		
Creative Publications	1984	64 p.
Activity book	G.L. 3-8	7.00 U.S.

A collection of games and problems that require the use of ordinary pebbles; complete instructions and answers are included, but the pebbles come separately (40 for \$1.00 U.S.). One reviewer described the games as "complex problems for your best students...". "Students are expected to grow from a trial-and-error solution method for the problems to the development of higher-level thinking skills...". "Due to their challenge level the material would be ideal for a math learning center's able and advanced learners or for a junior high math club". Review: *Curriculum Review* 24(3), p. 68. CRITICAL THINKING; MATHEMATICS.

PEGASUS

Christine Lewis, Sheila Buckley, and Marjorie Cantor		
Trillium	1980	118 p.
Units	G.L. 4-12	15.00 U.S.

The focus is conveyed partly by the material's long subtitle--"Providing Enrichment for the Gifted--Adapting Selected Units of Study". It consists of six units which are intended to support the skills outlined in a guide titled *Gemini* (see annotation). The skills category, topics and number of lessons in each unit are as follows; (1) Independent Study, "Oceans", 41 lessons; (2) Critical Thinking, "Revolution", 37 lessons; (3) Creativity, "Clothing & Dress", 38 lessons; (4) Communication Skills, "Humor", 56 lessons; (5) Personal Growth, "Origins", 38 lessons and (6) Motivational Development, "The Future", 52 lessons. Considered to be most appropriate for differentiating and individualizing curriculum at the high school level, but also adaptable for use in lower grades. MULTI SKILL; MULTI SUBJECT.

PENTOMINO ACTIVITIES

Henri Picciotto

Creative Publications

1984

96 p./12 plastic pcs.

Mini-Kit

G.L. 3-7

8.00 ea./1.00 set U.S.

Reproducible, self-checking exercises to help students with problem solving and geometry skills. The pentiminoes consist of 5 contiguous squares that can be assembled into 12 different geometric shapes. Students are challenged to solve geometric puzzles, match patterns and create figures; the exercises are also intended to increase students' visual perception and fine motor skills. Recommended by one reviewer, as an "excellent" material for a math lab. Teachers who like geometry will find it useful for classroom instruction for many students who might otherwise find mathematics boring. A less obvious use is to discover mathematical talent. Students who solve these puzzles easily should be encouraged to go into mathematics". Review: *Curriculum Review* 24(2), p. 69. Also available from Spectrum. MULTI SKILL (critical thinking); MATHEMATICS.

PHILOSOPHY FOR CHILDREN (Series)

Matthew Lipman (Ed.)

IAPC (see below)

1980-86

77 p., or more

Activity books

G.L. 2-12

7.00 ea. U.S.

30.00 tchrs. gde./bk. U.S.

A highly-regarded series that is produced by the IAPC, (Institute for Advancement of Philosophy for Children) and published for the Institute by the First Mountain Foundation. As explained in the overview, the program is designed first, to give students "a fresh look at the logic already embedded in the language they use in everyday life and secondly, to provide "exercises based on those philosophical concepts that children love to talk about, such as friendship, fairness, reality, trust...." Thirdly, "the program is based on the assumption that discussion skills are the foundation of thinking skills."

Instruction is centred mainly on the use of children's novels and followup discussions of concepts and ideas. Within this framework children are involved in activities that require many specific reasoning skills, for example, analyzing value statements, drawing inferences, predicting consequences, generalizing, formulating questions and working with analogies. CRITICAL THINKING; MULTI SKILL. Some of the instructional books in the IAPC program are listed below.

For Early Childhood Levels (K-5):Kio and Gus (1982) 77 p.

Target grades: 2-3.

Theme: reasoning about nature.

Wondering at the World (1986) Teacher's Manual.

Pixie (1981) 98 p.
 Target grades: 3-4.
 Theme: reasoning about language.
Looking for Meaning (1982) Teacher's Manual.

For Intermediate Grade Levels:

Harry Stottlemeier's Discovery (1982, rev.) 98 p.
 Target grades: 5-6. Theme: basic reasoning skills.
Philosophical Inquiry (1984, rev.) Teacher's Manual.

For Junior High School Levels:

Lisa (1983, rev.) 96 p.
 Target grades: 7-8.
 Theme: reasoning in ethics.
Ethical Inquiry (1985, rev.) Teacher's Manual.

Secondary School Levels:

Suki (1978) 148 p.
 Target grades: 8-11.
 Theme: reasoning in Language Arts.
Writing: How and Why (1980) Teacher's Manual.

Mark (1980) 86 p.
 Target grades: 11-12.
 Theme: reasoning in Social Studies.
Social Inquiry (1980) Teacher's Manual.

There are also a number of related materials published by IAPC including:
 (1) a reference for teachers titled *Philosophy in the Classroom* (1980) by Matthew Lipman and others (\$35.00 U.S.) and (2) *The Philosophy for Children Newsletter*, initiated 1984; 6 issues, \$8.00 per year.

PLEXERS AND MORE PLEXERS

D. Hammond, T. Lester, and J. Scales

Dale Seymour	1983	40 p. ea.
Activity books	G.L. 4-up	5.00 ea. U.S.

There are 245 puzzles in each of the two books, most of which are word puzzles (e.g., idiomatic expressions, common phrases, names of people, persons or things...). Students must use clues to crack the different codes that may be in letter, number, symbolic or pictorial form. *Plexers* are for Grade 4, up while *More Plexers* are for Grade 9, up. According to a reviewer, "The puzzles are interesting and challenging and will provide the student with practice in solving problems imaginatively. The material is suitable for free time and for lessons on various aspects of problem solving". Review: *Curriculum Review* 22(4), p. 50. CRITICAL THINKING: MULTI SUBJECT.

PONDERING PLANTS

Stella Pallas		
Foxtail	1982	
Activity book	G.L. 1-3	12.50 U.S.

More than 35 reproducible lessons and activities on many different kinds of plants; the science content is integrated with the five thinking operations in Guilford's Structure of the Intellect (cognition, memory, evaluation, convergent production and divergent production). MULTI SKILL; SCIENCE (Botany).

POSTER PROBLEMS (Mathematics Series)

Dale Seymour, and others

Dale Seymour	in print	varied
Series	G.L. 4-12	18.00 ea. post. U.S.
		10.00 ea. prob. bk. U.S.
		25.00 set post./bk. U.S.

Challenging, interesting mathematics problems presented in poster sets. There are also accompanying problem books containing the same poster problems on reproducible pages. Information about the particular problem and its solution are outlined on the back of these pages; more than one solution is possible. For each poster problem, there are also two supplementary problems, one easier and one more demanding. CRITICAL THINKING; MATHEMATICS. The books in the series include the following:

(1) Problem Parade	D. Seymour	Grades 4-8
(2) Favorite Problems	D. Seymour	Grades 5-7
(3) Super Problems	L. Fisher	Grades 7-9
(4) Problem of the Week	L. Fisher;	
	W. Medigovich	Grades 9-12
(5) Geometry Problems	R. Schadler	Grades 10-12

PRIMA PORTA-CENTER KITS

Authored by teachers

Engine-Uity	in print	
Kits	G.L. K-2	3.25 ea. U.S.
		30.00 series U.S.

Intended to develop independent study and higher level thinking skills through children's literature. Useful for individual small or large group work. Kits include 8 tasks cards, a reproducible worksheet with answer key (all based on Bloom's Taxonomy) and directions for assembling and using the centre. Among the 10 titles for this level of Engine-Uity kits are: *Clifford The Big Red Dog* (Bridwell); *Curious George* (Rey); *Arthur's Honey Bear* (Hoban); *No Roses for Harry* (Zion) and *Ira Sleeps Over* (Waber). Paperbacks for the kits must be purchased separately, but are available from the publisher. MULTI SKILL (independent study); LANGUAGE ARTS (Literature).

PRIMARY THINKING SKILLS

Merle Karnes

Midwest

in print

Activity books

G.L. 1-3

10.00 U.S.

Part of Midwest's Comprehensive Thinking Skills Program. Contains teacher-directed activities on basic analytical and critical thinking. The activities may involve students in storytelling, acting, building situations, observations, organizing items and evaluating; the goal is not finding the right solution but instead exploring a number of possible solutions to problems. Precedes *Building Thinking Skills* (see annotation). MULTI SKILL (critical thinking); MULTI SUBJECT.

PRIME TIME THINKING SKILLS

Jerry Aten

Dandy Lion

1985

60 p.

Activity book

G.L. 2-5

6.00 U.S.

Consists of 35 activities on deductive thinking skills, especially the logical thinking skills needed to solve everyday problems. Students may be required to analyze faulty thinking, fill in missing links and solve if-then problems. Includes such titles as "Vinny's New Duds", "All Friends' Day" and "Gary Grimes Lawn Mower". For the latter, students are to consider a small business enterprise and figure out possible earnings. The activities are varied in difficulty level, permitting the teacher to screen problems and guide the students, as needed. Answer key available. Review: *Curriculum Review* 25(3), p. 22. CRITICAL THINKING/DECISION MAKING; MULTI SUBJECT.

PRIME TIME WRITING SKILLS

Jerry Allen

Good Apple

1985

64 p.

Activity book

G.L. 2-5

6.00 U.S.

Similar in goals and format to *Prime Time Thinking Skills* (above). Activities are in bold, clear print and supplemented by cheerful, amusing black and white illustrations. The 32 activities are open-ended, therefore, enhancing opportunities for elaborative thinking and discussion; may be done in any order. The aim is to help children understand their everyday problems and learn to communicate their concerns to others. The titles include: "The Money Tree": "Snapshots of the Mind": "Mother Nature's Paintbrush" and "Ingenious Me". MULTI SKILL (critical thinking/communication); LANGUAGE ARTS (Writing).

THE PRODUCTIVE THINKING PROGRAM: A Course in Learning to Think

Martin Covington. Richard Crutchfield. et al		
Merrill	1974	see below
Kit	G.L. 5-10	265.00 U.S.

Fifteen basic lessons introduce and explain the various thinking skills and provide extensive practice of these skills in actual problem solving situations. Student booklets feature a continuous story-line involving two children of the student's own age range, who become interested in finding answers to a mysterious series of neighborhood occurrences. Each of the lessons is self-administering, permitting the student to progress at his own rate. The teacher's guide contains numerous suggestions for extending the lessons through group discussions and supplementary exercises. *The Productive Thinking Program* can be incorporated into the regular program, or it may be used for special cluster groups in resource room settings. (Annotation: L. Tickles. Calgary).

Note: The above kit consists of 5 each of 15 different student booklets, a teacher's guide, a master booklet, chart and student record card. Most components can be bought individually as well as in kit form. Review: *Feldhusen & Treffinger*, (1980), pp. 135-6. CREATIVITY; MULTI SUBJECT.

PUT YOUR MOTHER ON THE CEILING: Childrens' Imagination Games

Richard de Mille		
Dale Seymour	1973. 1981	175 p.
Book	G.L. K-3	5.00 U.S.

The title is drawn from one of the 31 "imagination] games included in the book. In general, the games are intended to provide the teacher with a colourful supplement to the regular curriculum; more specifically, the goal is to help children develop visual imagery, inventive thinking, language arts skills through listening/writing activities and the ability to discriminate between fact and fantasy. CREATIVITY; MULTI SKILL (Language Arts).

Q's-'n-A's

Barbara Hise		
Thinking Caps	in print	see below
Game	G.L. 3-9	10.00 U.S.

A game to help familiarize players with the 8 aspects of Frank Williams' creative thinking model i.e., fluency, complexity, elaboration, originality (cognitive behaviours), risk-taking, imagination, flexibility and curiosity (affective behaviours). It is an easily-assembled material that includes a sturdy game sheet, game cards, a spinner, markers and directions for playing. For 2 to 6 players. CREATIVITY; MULTI SUBJECT.

QUIZZLES, AND MORE QUIZZLES

Wayne Williams

Dale Seymour

Masters

1976, 1982

G.L. 7-12

53-67 pp.

8.00 ea. U.S.

Puzzles in reproducible form that require deductive thinking. In *Quizzes*, there are 38 logic problem puzzles and, in *More Quizzes*, there are 48. Strategies for finding solutions and answer keys are included. CRITICAL THINKING; MULTI SUBJECT.

RAT PACKS

Authored by teachers

Engine-Unity

Kits

in print

G.L. 7-12

See below

16.00-23.00 ea. U.S.

Rat Packs is an acronym for "Research Application Topics Series Packages". The packs are individualized, independent study projects that are suitable for junior high school students who have research experience and need challenge (or for senior high school students who need to develop independent study and research skills). There are 26 Rat Packs varying in price, as shown above. Each contains such materials as: a teacher's guide; a bibliography - books needed for initial research and reference; a student/teacher contract and 12 to 15 *First Sheets* (flexible, individualized research/study tasks sheets that are geared to Bloom's Taxonomy). The teacher's role is largely one of initial direction, ongoing advice, as needed, and monitoring of the work according to the contract.

Of the 26 packs, most are based on literature, social studies and science content. Two samples from each of these areas, respectively are: *Dickens and His Time*; *Introducing, William Shakespeare*; *Medieval Europe*; *The Future: A Global View*; *Physics and Computers*. INDEPENDENT STUDY; MULTI SUBJECT (Language Arts/Science/Social Studies).

REACH (Series)

Dale Seymour

Activity books/masters

1984

G.L. 2-8

34 p. ea.

5.00 ea. bk. U.S.

30.00 ea. set U.S.

The series was designed for gifted elementary and junior high school students. There are seven component books, each containing 32 reproducible blackline masters. The activities are theme-based and aimed at improving students' skills in reasoning, computation and reading comprehension. One reviewer recommends the books of activities very highly, saying that, "students can enjoy them without constantly being reminded that they are doing math...". "They pose conceptual problems that require deduction rather than calculation...". "They can be a welcome change of pace in any math program...". Review: *Curriculum Review* 24(2), p. 23. MULTI SKILL (critical thinking); MATHEMATICS.

The seven books in the series are as below:

The Community: Chickabee Corners, (Grade 2)
 Living Things: Petunias, Potatoes, Pets and
 People, (Grade 3)
 That's Entertainment: Shows, Sports, Stumpers
 and Stories, (Grade 4)
 Communication: Get the Message, (Grade 5)
 Transportation: By Land, By Sea, By Air,
 (Grade 6)
 What's the News: Headlines of the Past, Present
 and Future, (Grade 7)
 A Question of Money: Making Sense out of Cents,
 (Grade 8)

REACH EACH YOU TEACH

Donald Treffinger, Robert Hohn, and John Feldhusen

D.O.K.	1979	80 p.
Resource book	G.L. 3-12	5.00 U.S.

Practical guidance for teachers on planning IEP's for gifted and talented students. Includes a Planning Matrix that illustrates how to match subject matter and different levels of thinking. A number of teaching strategies, for teaching thinking are presented, all of which have been field-tested. Review: *Feldhusen & Treffinger*, (1980), p. 169. MULTI SKILL; MULTI SUBJECT.

THE REASONS FOR SEASONS

Linda Allison

Little. Brown	1975	128 p.
Book	G.L. 4-up	8.00 cloth U.S.

Written in basic language for easy understanding by children. Stresses the wonders of our planet and learning to become an interested and intelligent observer. Gives ideas for projects and experiments about the seasons and related phenomena. Subtitled "The Great Cosmic Megagalactic Trip Without Moving from Your Chair". Like all the Brown Paper School Books, this is a useful book for enrichment and learning centers; it requires only a few everyday materials and little teacher direction. Review: *Feldhusen & Treffinger*, (1980), p. 93. MULTI SKILL; SCIENCE (Meteorology).

THE RESEARCH BOOK: For Gifted Programs, K-8

Nancy Polette

Book Lures	1984	170 p.
Activity book	G.L. K-8	15.00

Includes five major sections of activities: Section One, "Thinking Skills"; Section Two, "Research Skills for Gifted Students"; Section 3, "Research Activities for Primary Grades"; Section 4, "Research Activities and the Middle

Grades" and Section 5, "Research Activities Grades Six through Eight." There are 17 or more activities provided within each section; sample topics in Section 5 include: "Biography"; "Great Goofs"; "Leadership Study"; and "Taking a Poll". An answer key is incorporated; pages can be reproduced. INDEPENDENT STUDY; MULTI SUBJECT.

THE RESEARCH BOOK OF SPORTS AND CARS

Barbara McDougal

Book Lures	1983 (2nd ed.)	32 p.
Activity book	G.L. 4-7	5.00 U.S.

A Book Lures activity book that is, like others in the series, "designed to lead children and youth to books, reading and independent study". Here, students are asked to do a basic level of independent research on different sports and, in the process, to consider decisions that could affect their lives. Among the topics are: "Acronyms and Baseball Players"; "Ice Hockey"; "Fishing"; "Cycling" and "An Exciting Race". The activities are brief (mainly one page) and answers are provided, as needed, at the back of the book. INDEPENDENT STUDY; MULTI SUBJECT.

SOI SOURCES BOOKS (Series)

Mary Meeker

Sunburst	1976	
Resource books	G.L. PreK-8	66.00 set U.S.

The materials which are produced by the SOI Institute are based both on Meeker's *The Structure of the Intellect: Its Use and Interpretation* (1969; 1976) and J. P. Guilford's theory of intelligence. There are 5 sourcebooks of activities that can help students acquire the thinking skills needed for all kinds of academic learning; each contains 100 to 150 activities and also procedures for assessing student progress.

The five titles are: (1) *Learning How to Comprehend: Cognition Sourcebook*, identifying objects by name; following increasingly complex directions....; (2) *Learning to Remember: Memory Sourcebook*, recalling arrangements of objects; remembering the order of events and predicting....; (3) *Learning to Plan and Make Decisions: Evaluation Sourcebook*, finding absurdities in spatial, numerical or semantic problems....; (4) *Learning to Solve Problems: Convergent Production Sourcebook*, reproducing figures; showing relationships between ideas... and (5) *Learning to Be Creative: Divergent Production Sourcebook*, reclassifying objects, pictures, words; brainstorming. MULTI SKILL; MULTI SUBJECT.

SCAMPER: Games for Imagination Development

Robert Eberle

D.O.K.	1977	64 p.
Resource book	G.L. K-12	4.00 U.S.

According to Eberle, the term "Scamper" can be taken both literally and as an acronym for such words as substitute-combine-adapt-modify...put to other uses-eliminate and reverse.... The games, which are based on Frank Williams' cognitive-affective model, can be played in pairs or in groups up to 35; all are intended to improve the player's imaginative ability and sensitivity to feelings. Specific directions are given for introducing the games, an aspect that Eberle considers to be very important. Players are also encouraged to create their own scamper games or adapt the games to adult level. Examples of game titles are: "New Zoo"; "What in the World Did You Find?" and "Light Bulb". Review: *Feldhusen & Treffinger*, (1980), p. 170. CREATIVITY/PERSONAL GROWTH; MULTI SUBJECT.

SCAMPER ON, For Creative Imagination Development

Bob Eberle

D.O.K.

1984

64 p.

Resource book

G.L. K-12-up

6.00 U.S.

An extension of *Scamper*, (1977) with the same general content and directions. However, Eberle's interest in current brain research, motivated him to develop more Scamper games, some of them suitable for adults. CREATIVITY/PERSONAL GROWTH; MULTI SUBJECT.

SECRETS AND SURPRISES

Joe Wayman and Lorraine Plum

Good Apple

1977

96 p.

Resource book

G.L. K-8

8.00 U.S.

Made up of 18 units, each divided into three parts labelled, "Motivation"; "Move and Imagine" and "Related Activities". "The units are designed to develop language skills, imagination, concentration, sensory awareness, self-concept, social interaction, spontaneity and psychomotor skills". For each unit, the teacher starts off with a motivating story or activity as a base for student involvement in the supporting activities; all units culminate with individual or small group projects, that are strongly language-based. According to one review, the book "provides the structure and stimuli for children to create their own experiences, thus developing language not from words, but from images and experiences." *Feldhusen & Treffinger*, (1980), p. 139. MULTI SKILL (creativity/personal growth); LANGUAGE ARTS.

SELF-STARTER KIT FOR INDEPENDENT STUDY

Edith Doherty and Louise Evans

Synergetics

1980

159 p.

Resource book

G.L. 4-8

18.00 U.S.

Described as "a practical guide to the independent study process for the gifted student"; Covers such research study skills as formulating questions, finding primary sources, gathering raw data, taking notes, interviewing people

and using concepts from Bloom's Taxonomy. Includes lesson plans, evaluation procedures, ideas for small projects and games to provide thinking skills instruction. Separate, supplementary materials are the *Independent Study Record Folder* (a folder for each student) and a 68-page manual, titled *Primary Independent Study* (\$8.00 each), which provides additional strategies and lesson plans. The Self-Starter Kit and Primary Independent Study are both needed for teaching students in Levels K-3. INDEPENDENT STUDY; MULTI SUBJECT.

SOAR: A Program for the Gifted (Series)

Charlotte Reid and John Reid

D.O.K.

1980-84

Resource books

G.L. 5-15

7.50 ea. U.S.

19.00 set U.S.

Consists of three books intended for use at home or school with gifted students; the ideas and activities in each book are based in part, on Bloom's Taxonomy. *The Teacher Book* includes ideas for using the taxonomy and teaching critical thinking skills. *The Parent Book* provides guidance on understanding gifted children and the importance of positive support in the home. In the *Student Book*, exercises are included on inquiry, concept formation, data gathering and independent examination of value systems. Overall the materials are aimed at helping children "soar" mentally. MULTI SKILL: MULTI SUBJECT.

STONES AND BONES ARCHAEOLOGY

Edith Doherty and Louise Evans

Synergetics

1981

225 p.

Resource book/unit

G.L. 3-8

23.00 U.S.

A "curriculum unit designed to introduce newly-identified gifted students to cognitive and creative thinking skills, independent study, and teaching styles used for the gifted." It combines both directed instruction and learning center concepts. As is typical of the Synergetics units, the guidance is quite complete in terms of lesson plans, learning center materials and background information. The learning center activities include: "Famous Archaeology", "Lost Language Rediscovered" and "Paper Caper". According to one reviewer, this is "an excellent source for those (most of us, to be exact), teachers of gifted students who are constantly searching for good, well-organized, well-researched, 'tried and it works' material to provide differentiated education for our gifted students". Review: *G/C/T* Sept/Oct. 1982. p. 24. MULTI SKILL (independent study/creativity); SOCIAL STUDIES.

STORIES TO STRETCH MINDS

Nathan Levy

Foxtail

1981-82

24 p.

Booklet (4)

G.L. Elem-up

2.00 U.S. ea

A series of four booklets (Vols. I, II, III, IV) that are based on the "unfinished story" concept. The content consists of 24 one-page narratives that are incomplete in certain ways. These are to be read orally to students who are to listen for clues that will help them to predict the right ending. Any questions raised by students can be answered only by a "yes" or "no". Following this, the students are to try to solve the particular problem in the story, usually through small group discussion. Leadership and communication skills, therefore, can be fostered. Also available from Trillium. Review: *G/C/T/* May/June, 1984. MULTI SKILL (creativity-divergent thinking); MULTI SUBJECT (Language Arts).

STRANGE AND FAMILIAR: Book III

W. J. Gordon and Tony Poze

Porpoise Books

1972, 1975

127 p.

Activity book

G.L. Elem.

10.00 U.S.

Includes 37 exercises based on the concept of making "the familiar strange" and "the strange familiar". The objective is to help students make connection between the known and unknown and thereby encourage innovative thinking. Three clusters of activities are provided, all dealing with making comparisons (or connections). Section One deals with seeing one thing in terms of another e.g., "What Colour is Happiness"? Section Two, students are to imagine being something or someone, usually in a particular circumstance (a salmon swimming, a fly in stages of growth or Helen Keller, searching for connections). Section Three, involves comparisons of "compressed conflict" or "words that fight each other" ("careless worry", "sad smile"). The children are encouraged to really "stretch" their minds and not be concerned with a right answer. MULTI SKILL (creativity/communication); MULTI SUBJECT.

STRETCHING YOUR THINKING UNITS: A Workout for the Mind

Cheryl Atwater, et al

Expanducators

in print

Units

G.L. 1-8

15.00 ea. CDN.

Well-designed teacher-made materials that have been used by teachers in British Columbia and elsewhere over several years. The 10 units in the series are intended to foster 6 skill areas: communicating; creating; decision making; planning; predicting and researching. Each unit contains ready-to-use activity cards that are based on the above skills and coded to Bloom's Taxonomy; activities are open-ended and appropriate for a wide age range. For the students, there are also information sheets (how-to-do-it) and many reproducible activities (puzzles, doodles, word-searches and math-activities). For the teacher, there are specific ideas for introducing and evaluating the units. See also: *Creativity To Go Units*. MULTI SKILL; MULTI SUBJECT.

The units are as follows:

(1) Circus	Ages 8-10	(Social Studies)
(2) Dinosaurs	8-13	(Science)
(3) Dragons	8-10	(Literature)
(4) Great Food Adventures	9-13	(Health)
(5) Jungles	8-11	(Social Studies)
(6) Machines	8-12	(Science)
(7) Ocean Environments	7-12	(Science)
(8) Space: The Unknown Region	8-13	(Science)
(9) Sports	8-13	(P.E./Health)
(10) Transportation	8-13	(Social Studies)

SUPER-COLOSSAL BOOKS OF PUZZLES, TRICKS AND GAMES

Sheila Barry 1981 640 p.
Sterling Publishing G.L. 1-9 25.50 U.S.

Considered to be a useful source for parents, teachers and children, including bright children. Has 11 sections, including "Puzzles and Puzzlers"; "House of Cards"; "Test Yourself"; "Quiet Games" and "Psychological Games". Well-regarded by a reviewer who noted that, "many of the brain teasers and puzzles are excellent for use with bright children as they require logical and deductive reasoning for their solutions...". "This is a well-organized, well-written book - 640 pages of fun and games (many which require upper level thinking) for anyone who enjoys having fun." Review: *G/C/T* Nov/Dec. 1982, p. 44. MULTI SKILL (critical thinking); MULTI SUBJECT.

SYNERGETICS (Units; Resource Books)

Two Connecticut teachers, Edith Doherty and Louise Evans, work with gifted students, give workshops and prepare/field-test and publish instructional materials. The publications are well-thoughtout, clearly-formatted and focussed largely on independent study activities. Their units may involve thinking skills based on Bloom's Taxonomy, Frank Williams Divergent Production Processes or Calvin Taylor's Talents Unlimited Skills. See annotations for: *Astrogation License*; *Go Fly a Kite*; *Grokking in the Future* (plus supplementary units *Quarter Till Human* and *People of the Rim Worlds*); *How to Develop Your Own Curriculum Units*; *Joust for Fun*; *Self-Starter Kit for Independent Study* (and supplementary materials, *Independent Study Record Folder* and *Primary Independent Study* and *Stones and Bones Archaeology*).

Synergetics publishes several other titles as well and, among its forthcoming 1986 titles, are: *Crustal Encounters* (geology/paleontology, Grades 3-8); *Dollars and Sense* (setting up a small business, Grades 1-8); *Fossil Dig*, (K-3) and *How to Get a Mentor*, an instructional guide for teachers.

T.O.P.S.: Techniques of Problem Solving (Series)

C. Greenes, et al

Dale Seymour

1980-82

varied

Kits

G.L. K-12

varied

The T.O.P.S. materials have been highly-recommended in several reviews. Essentially, the series is made up of problem card decks, developmental workbooks, duplicating masters and primary activity kits that all can be used to supplement the regular mathematics curriculum. Each card deck contains 200 illustrated problem cards that are colour-coded to indicate 3 levels of difficulty: blue (easy); white (moderately difficult) and red (most difficult). Since there are so many materials in the series, readers are referred to Dale Seymour (U.S) or to Spectrum (Canada) catalogues for information. Examples of reviews: *G/C/T* Nov/Dec, 1981, p. 62, and *G/C/T* Jan/Feb, 1983, p. 36.

A sample material of particular interest here is the *(T.O.P.S.) Techniques of Problem Solving for the Gifted*. It includes 240 of the most difficult problems from the decks for Grades 3 to 6 and 9 to 12, respectively to create a gifted elementary and gifted secondary card deck. CRITICAL THINKING; MATHEMATICS.

TALES TOO GOOD TO MISS

Faye Day and Annette Geistfeld

120 Creative Corner

1983

88 p.

Activity book

GL. 1-6

7.50 U.S.

The tales are: *The Christmas Tomten* (Rydberg); *The Clown of God* (de Paolo); *East of the Sun and West of the Moon* (Mayer); *Everyone Knows What a Dragon Looks Like* (Williams); *The Girl Who Loved Wild Horses* (Goble); *The King's Flower* (Anno); *Noah's Ark* (Spier) and *The Stonecutter* (McDermott). This is an attractive book, written and illustrated by the authors. The activities are based on: productive thinking strategies (fluency, flexibility, originality, elaboration and evaluation); forecasting and planning and communication skills; basic and extended activities are suggested. Overall, intended to foster literature appreciation and the integration of literature with other subject areas. MULTI SKILL; LANGUAGE ARTS (Literature).

TANGRAMATH

Dale Seymour

Creative Publications

in print

114 p.

Activity book

G.L. 1-10

8.75 ea. U.S.

Made up of reproducible tangram puzzles that can help students learn the concepts of shape, congruence, similarity, perimeter and area. The seven tangram shapes will fit onto most of the illustrations; the puzzles, therefore, can serve as task cards for use in learning centres. There are also stickers cut into the exact sizes and shapes of tangrams that each form a 4" square:

these can be used to make activity cards or to record puzzle solutions. *Tangram Stickers* come in sets of 40 and in red, blue, green or black. (\$6.50 ea. U.S. set). MULTI SKILL (critical thinking); MATHEMATICS.

TEACHING IS LISTENING

W. J. Gordon and Tony Pose

Porpoise Books	1972	97 p.
Activity book	G.L. 4-9	8.75 U. S.

A programmed, metaphorically-based series of activities designed to teach teachers how to produce written, open-ended materials that exemplify the synecitics technique. Eight units, ranging from easy (e.g., "How is a prison like a rainy day?") to relatively difficult (e.g., "What animal is like a violin? Why?") invite reader participation in learning to think in analogies. Suggestions for application of the strategies include examples from Social Studies, Language Arts and Science. (Note: Order from *The Analogy*, see: address directory). Annotation: L. Tickles, Calgary. MULTI SKILL (creativity/critical thinking); MULTI SUBJECT.

TEACHING PROBLEM SOLVING STRATEGIES

Daniel Dolan and James Williamson

Addison-Wesley	1983	322 p.
Resource book/unit	G.L. 6-10	20.00 U.S.

Centred on 6 problem solving strategies in mathematics for use at intermediate grade and junior high school levels; the strategies are: (1) "guess and check"; (2) "make a table"; (3) "search for a pattern"; (4) "make a model"; (5) "eliminate alternatives" and (6) "simplify the problem". There are enough related activities to supplement the program throughout the school year; as well, clear guidelines are provided for the teacher.

The material is well-recommended by one reviewer who stated that "At last, here is a set of materials which teaches problem-solving in an organized manner.... The six strategies are as versatile as the authors claim.... The correlation of specific activity pages with general skills enhances the usefulness of these materials because it allows teachers to choose activities for which they are sure their students have mastered the prerequisite skills. Creative teachers may want to incorporate the pocket calculator or the use of microcomputer with these materials". Review: *Curriculum Review* 24(4), p. 61. Also available from Creative Learning Systems. CRITICAL THINKING; MATHEMATICS.

TWO HUNDRED WAYS OF USING IMAGERY IN THE CLASSROOM

Michael Bagley and Karin Hess

Trillium	1984	226 p.
Activity book	G.L. K-6	15.00 U.S.

(Subtitled: *A Guide for Developing Imagination and Creativity in Elementary Students*). The introduction provides an explanation of the two key concepts, "imagery" and "instructional imagery": the latter simply refers to an application of imagery, as defined by the authors. Made up largely of imagery activities which are categorized first, by six subject areas (Language Arts, Mathematics, Science, Social Studies, Art, Music) and lastly, by a selected topic ("Guided Fantasy"). Sample topics in imagery in science include: animal life; ecology; plant life; space and the body. Each exercise is one page long, clearly presented and complete, in itself; guidance is given, for example on the time involved, level of difficulty, suggested variations and follow-up activities. CREATIVITY; MULTI SUBJECT.

THE UNCONVENTIONAL INVENTION BOOK

Bob Stanish

Dale Seymour

1981

121 p.

Activity book

G.L. 3-12

9.00 U.S.

An example of Good Apple's reproducible books on creative learning. It is subtitled: *Classroom Activities for Activating Student Awareness*, the "awareness" referring particularly to thinking about the conventional in unconventional ways. Students are asked to consider such ideas as how aliens from outer space might dress when they are in their home territory. In the opinion of one reviewer, these "activities exemplify some of the best procedures recommended by creativity theorists"...., the book "has much to commend it, including exceptionally fine illustrations" and it "can be useful for teachers who wish to incorporate creative thinking into virtually any subject". Review: *Curriculum Review* 22(1), p. 23. CREATIVITY; MULTI SKILL.

UNICORNS ARE REAL: A Right-Brained Approach to Learning

Barbara Vitale

Zephyr

1982

128 p.

Activity book

G.L. Elem.

10.00 U.S.

The content, which is based on current brain research, may be of interest to both parents and teachers; it consists of 65 basic activities to help develop the intuitive, nonverbal abilities of the right brain. Use of colour, shape, touch, visualization, sound and movement all are included in the exercises. A screening checklist is provided for those who wish to identify such individual characteristics of children as eye/hand dominance, strength, eye movements and reactions to open-ended questions. MULTI SKILL; MULTI SUBJECT.

UNICORNUCOPIA: A Guidebook for Gifted and Talented

Joyce Maughan

Kyrene School District

1977

400 p.

Curriculum Guide

G.L. K-8

5.00 U.S.

A guide based on the results of a field-tested program in Kyrene School District (Tempe, Arizona). **Part I** provides useful background on G/T programming while **Part II** deals, in part, with the concept of the Human Individual Potential curriculum structure (HIP). About 400 pages of the book contain curriculum units that involve cognitive, affective, psychomotor, creative and independent study activities. The component lessons are organized logically and explicit in content (e.g., entry concepts, teacher tasks, lesson development and evaluation). Suitable for integration into existing curriculum. Recommended in several sources. MULTI SKILL; MULTI SUBJECT.

USING JUNIOR NOVELS TO DEVELOP LANGUAGE AND THOUGHT: Five Integrative Teaching Guides

Constance Weaver (Ed.)

NCTE	1981	75 p.
Resource book	G.L. Elem.	5.00 U.S.

A special issue of *Another Day, Another Pineapple* (a journal published by the Language Arts Society, a student affiliate of NCTE). Provides teaching guides for 5 junior novels: (1) *Tales of a Fourth Grade Nothing*; (2) *Mrs. Frisby and the Rats of NIMH*; (3) *Across Five Aprils*; (4) *The Lion, the Witch and the Wardrobe* and (5) *Harriet the Spy*. Each guide includes a plot summary, description of major characters, numerous questions for discussion and suggested activities. In developing the questions, thought has been given to both affective and cognitive domains by focussing on "questions that require creative, divergent answers and applications to the students own lives". Well-organized, sound, practical guidance for teaching literature. MULTI SKILL; LANGUAGE ARTS.

VALUE REASONING SERIES Association for Values Education and Research, U.B.C.

OISE Press	1978-81	27-51 pp.
Unit/guide	G.L. 11-up	Unit 6.00 ea. CDN.
		Gde. 5.50 ea. CDN.

The series consists of several units that were developed at the University of British Columbia (U.B.C.) to help students become aware "of the basis for individual judgments and actions". Each student unit is supported by a teacher's manual. The unit titles are: (1) *Ecology*; (2) *The Elderly*; (3) *Population Problems*; (4) *Prejudice*; (5) *Prisons* and (6) *War*. PERSONAL GROWTH/DECISION MAKING; MULTI SKILL (Science/Social Studies).

OISE Press also publishes *Values and Living: Learning Materials for Grades 7 and 8* (1983) by C. Beck, 199 p., \$15.50 CDN. (24 units).

WFF'N PROOF: The Game of Modern Logic

Allen Layman

G/C/T	in print	21 games
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Games

G.L. 7-12

16.00 U.S.

"WFF" means a "well-formed formula". This collection of 21 games is designed to teach logic and, the principles of inference in an entertaining and challenging way to both adolescents and adults. The abstract thinking skills are intended also to enhance the learning of philosophy, mathematics, english and computer programming. Suitable for 2 or more players. A second kit, from the same author and publisher is, *WFF, The Beginner's Game of Logic*; it contains only the first 2 games of the above kit and is suitable for 2 players ranging anywhere from age 6 to adult. MULTI SKILL (critical thinking); MULTI SUBJECT)]

A WHACK ON THE SIDE OF THE HEAD: How to Unlock Your Mind for Innovation

Roger von Oech

Warner

1983

141 p.

Activity book

G.L. 7-Adult

10.00 U.S.

The intent is to help the student become more creative through "opening mental locks". The 10 selected locks are: (1) "The Right Answer"; (2) "That's Not Logical"; (3) "Follow the Rules"; (4) "Be Practical"; (5) "Avoid Ambiguity"; (6) "To Err is Wrong"; (7) "Play is Frivolous"; (8) "That's Not My Area"; (9) "Don't Be Foolish" and (10) "I'm Not Creative". Several pages of exercises, anecdotes and puzzles are included on each of the "locks". Also available from Creative Learning Systems or Social Studies School Service. MULTI SKILL (creativity); MULTI SUBJECT.

WILL YOU HELP ME CREATE THE FUTURE TODAY: A Guide to Making It Happen

John Eggers

D.O.K.

1981

172 p.

Unit

G.L. 4-12

11.00 U.S.

Forty-five multidisciplinary activities to help students project their own versions of the future through creative/critical thinking, valuing, decision making and communicating; as one basis for their speculation, students study the effect of the past on the present. The material is process-oriented and easily integrated with the regular curriculum. Review: *Curriculum Review* 22(4), p. 24. MULTI SKILL (forecasting planning); MULTI SUBJECT.

WONDERING: Invitations to Think About the Future for Primary Grades

R. E. Meyers and Paul Torrance

Creative Learning Press

1984

Activity book

G.L. K-3

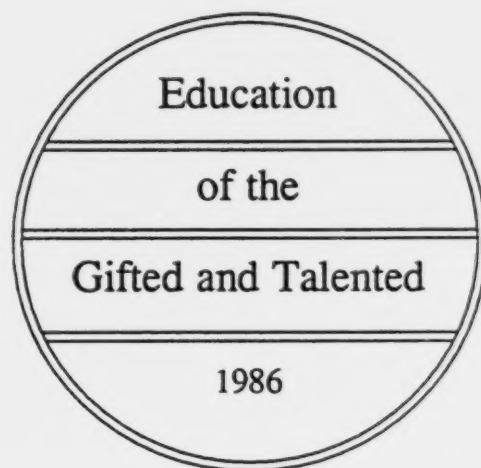
13.00 U.S.

The first in a series of 3 books, *Wondering...* is designed to help youngsters

think about both themselves and the world of the future: it consists of 22 interesting units and a teacher's guide. A second book in the series, scheduled for publication in 1986 and by the same authors/publishers, is: *Imagining: Invitations to Think About the Future for Intermediate Grades*. It contains 21 stimulating, multidisciplinary units for students in Grades 4 to 8 on such topics as acid rain, energy shortages and worldwide hunger (\$13.00 U.S.). FORECASTING PLANNING/DECISION MAKING; MULTI SUBJECT.



Selected Audio Visual and Computer Resources



Alberta Education
Planning Services



SELECTED AUDIO VISUAL AND COMPUTER RESOURCES FOR EDUCATION OF THE GIFTED AND TALENTED, ALBERTA EDUCATION, 1986

In the fall of 1985, the audio visual/computer bibliography was prepared in an initial form by *Dr. Garnet Millar* of Alberta Education; it was subsequently adapted through cooperative work for inclusion in the handbook. According to the original selection, there are listed here: 19 films/filmstrips; 4 audiotape cassettes; 37 videotapes and 17 computer courseware titles (77 main titles).

The materials were chosen largely for their relevancy and currency. Another factor in the selection of many of the resources was their availability through such agencies as the *Access Network*, the *Alberta Education Film Library*, the *Alberta Regional Film Resource Centres*, Zones 1 to 6. Note that teachers should contact the regional film resource centre in their zone to determine if a particular item is available. The remaining items can be ordered from respective producers; for prices of these items, therefore, users are advised to refer to current publishers' catalogues.

Publishers' addresses for this section are included in the major publisher/distributor directory for the handbook. Also, in the comprehensive *index* of titles, materials from this section are coded as *AV/Computer* to help distinguish them from audio visual items in the main *Instructional Materials* section (which are coded as *I.M./AV*).

FILMS/FILMSTRIPS

It has been decided to include the films recommended in the Alberta Education document entitled: *Education Gifted and Talented Students in Alberta: A Resource Manual* (Millar, 1986). The duplication of the film bibliography in this handbook is intended to underscore its perceived value and provide a convenient reference for potential users. However, it should be noted, too, that some additional recommended films/filmstrips other than those in the above-mentioned resource have been included.

The pattern of annotation throughout this section has been adapted from that used in the main *Instructional Materials* section with such necessary changes made as substituting "producer" for "authors" and "time" for number of "pages".

CREATIVE PROBLEM SOLVING: How To Get Better Ideas

McGraw-Hill Films	1979	27 minutes
Film/Colour/Sound	Adult	

Shows how the act of creative problem solving can be developed in each individual but is often inhibited by criticism or lack of self-confidence. Animated sequences explore the psychological underpinnings of creativity according to Freud and the "split brain theory".

GIFTED AND TALENTED MULTI-MEDIA KIT

Council for Exceptional Children	1981	71 minutes
Filmstrip/Audio-Cassette (6)	Adult	

This film-strip and audio-cassette program is one of the best vehicles for teacher inservice and parent education available today. It consists of three 2-part units:

1. Identification of gifted and talented students.
2. Curriculum alternatives for gifted and talented students.
3. Social and emotional development of gifted talented students.

In addition to focussing on these highly significant content areas, there is a presentation format, which lends itself admirably to workshop situations. Main points for discussion are identified and supplementary print materials are provided which allow for hands-on, participatory activities. Many of these materials are also extremely useful classroom aids to identification, program design, implementation and evaluation.

THE GIFTED CHILD

Claremont Education Resources	1973	12 minutes
Filmstrip/Audio-Cassette	Adult	

This filmstrip-tape describes: giftedness in children, identification of their talents, understanding the terms of I.Q., characteristics of the gifted, myths, needs of the gifted, school related problems and other special problems.

THE GIFTED CHILD

BBC-TV

1970

40 minutes

Film/Colour/Sound

Adult

This British film gives an overview of the range of giftedness and some of the provisions made for gifted children in England in the late 1960s. In spite of its relative antiquity, much of what it has to say is still valid, with several noted educational psychologists expressing their views on giftedness, talent and creativity. There are also some very interesting sequences highlighting the Yehudi Menuhin School for musically talented children and a London institute for gifted children who participate in learning situations in which art and sciences are combined. (For teachers in Calgary, the film is available through the Calgary Board of Education, Instructional Services Dept., Circulation Dept.).

GIFTED KIDS

National Film Board of Canada

1984

28 minutes

Film/Colour/Sound

Adult

Exceptional or gifted children represent a great potential for society, yet the majority of these children go unrecognized because public educational systems are not geared to challenge their academic, artistic and personal growth. This documentary, through interviews with teachers, parents and gifted students, looks at one of the few school districts in North America (Coquitlam School District, B.C.) that has continually expanding enrichment programs throughout its primary and secondary grades. The film examines how these programs stimulate the student's particular talents, and discusses some of the problems that gifted children face in the absence of such resources.

THE GIFTED ONES

National Film Board of Canada

1959

22 minutes

Film/Black and White/Sound

Adult

Order from Alberta Education Film Library

An excellent documentary which points out that mentally superior children need special attention as well as those who have learning difficulties. The problem is to provide a stimulating and challenging program which will keep them interested.

GIFTED STUDENTS

Omega Films

1979

9 minutes

Film/Colour/Sound

Adult

You see some special arrangements used with the gifted - the resource room.

cluster groupings in regular classes, parent-led discussion groups. You sit in on lessons that stress problem solving, flexibility, and reflective thinking - all important goals for gifted children.

GIFTED STUDENTS

Charles E. Merrill	1978	14 minutes
Film/Colour/Sound	Adult	

This film deals with the creation of special learning environments for gifted children which help students develop flexibility and skills in problem solving and reflective thinking.

THE I.Q. MYTH

Marlin Motion Pictures	1978	51 minutes
Film/Colour/Sound	Adult	

An examination of the ways in which the I.Q. concept has been used and mis-used. The film focuses on exactly how much importance, if any, should be placed on the result of a single test which may have been given to a child no more than six years old. The film weighs factors of heredity, environment and on what premises the tests are constructed.

IT'S COOL TO BE SMART

McGraw-Hill Films	1978	23 minutes
Film/Colour/Sound	Adult	

Examines several programs for the gifted. Children discuss the benefits of their programs and viewers see how many of the qualities that identify the gifted - intellect, compassion, leadership and creativity - are fostered.

JOHN BAKER'S LAST RACE

International Tele-Film	1976	35 minutes
Film/Colour/Sound	Adult	

The true story of a champion athlete with cancer who was given only six months to live. His last race, the race for life, became his greatest: dedicating his life to children. With this film, his influence can go on and inspire.

PEARLS IN THE ALPHABET SOUP

Magic Lantern Films	1980	28 minutes
Film/Colour/Sound	Adult	
Order from Alberta Education Film Library		

Through interviews, discussions and descriptions of classroom progress, this film discusses the problems of the gifted student. The underlying thesis of this film is that the gifted child should be subjected to many experiences as they are capable of handling.

SHOW PROMISE, SHOULD GO FAR

Thomas Howe Associates
Film/Colour/Sound

1975
Adult

45 minutes
Order from:
U. of Calgary

This British made-for-TV documentary holds considerable appeal for a wide range of viewers, and is particularly popular with parent groups (although they are often rather overawed by the single-minded dedication to child-rearing demonstrated by the mother in the film). The focus of the film is on highly gifted (but very different) children, of a far from advantaged family, living in a remote cottage in a village in Wales. Although the children themselves are fascinating, of equal interest is their very articulate Italian mother who has applied her Montessori training to the task of bringing up her children.

SIT DOWN, SHUT UP OR GET OUT

NBC News

1975

53 minutes

Film/Colour/Sound

Adult

Order from Alberta Education Film Library

Although produced in 1971, this film still retains much of its relevance (ignore mini-skirts). Because it is a dramatization rather than a documentary it tends to polarize issues; the characters may also be somewhat overplayed in order to emphasize the points made in the film. However, some of these points are valid, dealing as they do with difficulties a non-conforming junior high school student encounters in gaining understanding and acceptance by his teachers. The film is interesting, but because of its provocative nature, it should be viewed (or shown) with caution and is best used as a preliminary to further discussion when much of its emotional impact can be defused.

SPECIAL EDUCATION TECHNIQUES: Lab Science and Art

McGraw-Hill Films
Film/Colour/Sound

1979
Adult

24 minutes

This film shows both gifted and ordinary blind children performing science and art activities in a self-contained elementary classroom. The importance of the experimental multisensory approach is stressed in order to achieve the goals of concept and reasoning development.

TEENAGE WHIZ KIDS

International Tele-Films	1980	11 minutes
Film/Colour/Sound	Adult	

The problem of the gifted child or prodigy has traditionally been the paradox of a mature intellect lodged in physical and emotional adolescence. How an engaging group of youngsters aided by a child psychologist approach the dilemma is the subject of this film.

WHO ARE THESE PEOPLE?

Scott Anderson Productions	1977	22 minutes
Film/Colour/Sound	Adult	

This film focuses on the special educational needs of gifted children. It shows how these needs often are not met because of misidentification, inadequate programs and general apathy.

WHY MAN CREATES

International Tele-Films	1968	25 minutes
Film/Colour/Sound	Adult	

Combines humor, satire and irony with serious questions about the wellsprings of the creative person. A series of explorations, episodes and comments on creativity. Organized into eight major sections: "The Edifice", an animated history of the world man has built on ideas; "Fooling Around", illustrations of how ideas can begin in the play of the creative mind; "The Process", the young creator's struggle; "Judgment", society makes its contribution to the creative process; "A Parable", the fate of an unaverage bouncing ball throws some light on the creator's place in the world; "Digression", a statement of the possible relationship between ideas and institutions; "The Search", a close-up view of the patient process by which scientists develop new ideas; and finally, "The Mark", the question of why people need to create is explored.

WITH EYES WIDE OPEN

Creative Learning Environment	1984	58 minutes
Film/Colour/Sound	Adult	

The film's focus is an exploration of the creative process itself and the potential for creativity that exists inside every person. *With Eyes Wide Open* reveals the nurturing environments that have enabled Richard's spirit, his talent and his intelligence to grow and develop. It is as though deep within him that spirit is clamouring to be free. Throughout history, gifted and retarded alike have been systematically subjected to limitation of their potential by levels, classification and standardization. But Richard Wawro's life and work provide abundant evidence of the quality and persistence of the

human, creative spirit. In the film as Richard is shown putting behind him one after another of the limitations that have been placed upon him, one can only wonder what his next step toward the light will be.

AUDIO TAPE CASSETTES

Four audio tapes are listed here, all of which are available from the producers mentioned.

CHILDREN WHO EXCEL

National Public Radio

59 minutes

Audio Tape Cassette

Adult

This audio tape cassette features gifted children talking about their determination to excel, as well as their determination to keep in touch with their youth. Records the experiences of adults who were child prodigies, including Pinchas Zukerman and Mr. Rogers.

GIFTED AND TALENTED CHILDREN - UPDATE

National Public Radio

59 minutes

Audio Tape Cassette

Adult

Examines what makes some students gifted and discusses the most effective methods for teaching these students.

GIFTED CHILDREN

University of Minnesota

15 minutes

Audio Tape Cassette

Adult

Examines some signs of gifted children, defines giftedness and suggests some ideas for guidance.

GIFTED CHILDREN IN THE SCHOOLS

National Public Radio

34 minutes

Audio Tape Cassette

Adult

Examines the qualities that set apart gifted children and discusses how best to teach these children.

VIDEOTAPES

Of the 37 video tapes listed below, only 8 items must be ordered from the individual producers. The others are available in Alberta from Access Network. In most cases, videotapes from both sources are supported by supplementary materials which are also prepared by the respective distributor.

In regard to the 29 Access Network titles, listed, many are, in fact, series which involve anywhere from 2 to 60 supporting titles. In the bibliography, each of these is identified by its series title, specific title and ordering number (see example below). When individual titles are considered, then, there are, in total, 368 videotapes; for a full description of each, the reader is referred to the Access Network *Audiovisual Catalogue, 1986*.

EXAMPLE: *Bits and Bytes* (series title); *Getting Started* (1 of 2 specific titles); *VC 258201* (ordering number).

Since so many items are excerpted from the Access Network catalogue, the grade level symbols used by the Network are shown below.

Grade Level Symbols

ps - Preschool	ad - Adult
pr - Primary	tr - Teacher Resource
ue - Upper Elementary	ge - General
jr - Junior High	
sr - Senior High	

For convenience of the reader, the major gifted/talented skill areas or topics also have been noted in parentheses as appropriate.

A full description of each subtitle in any video tape series listed here is available in the Access Network *Audio Visual Catalogue, 1986*.

ADVENTURES OF TEENAGE SCIENTISTS

Time-Life Films, Inc.

57 minutes

Videotape

ad

This videotape probes what it takes to develop the intellectually gifted, a question with vital implications for the country's future.

ARTS ALIVE

Access Network

15 minutes each

Videotape/Colour

ue/jr

Introduces students to the four art forms: visual arts, dance, music and drama. Encourages young people to become involved in the arts, to participate in its creation and to enjoy its benefits. Students and art specialists are combined in dramatic and documentary formats to demonstrate the role of the arts in everyday life.

Alive with the Arts	VC234801
Element of Visual Arts	VC234802
Creating Visual Arts	VC234803
Elements of Dance	VC234804
Creating Dance	VC234805
Elements of Music	VC234806
Creating Music	VC234807
Elements of Drama	VC234808
Creating Theatre	VC234809
Arts and Self-Expression	VC234810
Arts and Social Messages	VC234811
Arts and Technology	VC234812
Arts and Work	VC234813

ASPECTS OF ECOLOGY: BIOMES

Access Network

29 minutes

VC241805

Videotape/Colour

sr

Examines the global patterns of climate which result in a patchwork of local climates around the world - each with a corresponding formation of vegetation, or biome. The biomes of Alberta, Canada are discussed. The causes of these local biomes are explored. (World Issues)

ASPECTS OF ECOLOGY: CIRCLES & CYCLES

Access Network

29 minutes

VC241801

Videotape/Colour

sr

Examines the flow of energy through photosynthesis food chains and food webs and the flow of matter through the carbon and water cycles. Scientists illustrate these concepts by discussing the greenhouse effect, the effect of pesticides...and water division.

BITS AND BYTES

Access Network
Videotape/Colour

30 minutes each
jr/sr/ad

These lessons portray the education of a computer "innocent" tutored by a friendly, patient instructress. With the aid of animated film sequences, on-location field trips and a wide selection of popular microcomputers in the studio, Bill Van and Luba Goy explore the practice and theory of operating personal computers.

Getting Started	VC258201
Ready-Made Programs	VC258202
How Computer Programs Work	VC258203
The Computer as a Filing System	VC258204
Communications Between Computers	VC258205
Computer Languages	VC258206
Computer-Assisted Instruction	VC258207
Simulations and Games	VC258209
Computer Graphics	VC258209
Computer Music	VC258210
Computers at Work	VC258211
What Next?	VC258212

CANADIAN GOVERNMENT AND POLITICS

Access Network
Videotape/Colour

30 to 60 minutes each
ad

The operation of Canada's political and governmental system is analyzed and compared to the textbook model of parliamentary democracy. Many noted political and academic figures relate their experiences and opinions on a wide variety of associated topics. (World Issues)

The State. Government and Politics	VC264301
The Political Culture	VC264302
The Constitutional Setting	VC264303
Elections and the Electoral System	VC264304
Political Parties	VC264305
Pressure Groups and the Media	VC264306
The Executive	VC264307
The Bureaucracy	VC264308
The Wider Policy-Making Community	VC264309
Parliament	VC264310

CHILDREN OF THE WORLD

Access Network

13 minutes

Videotape/Colour

ue/jr

Journey into the homes and personal lives of children in Brunei, Hong Kong, Indonesia, and Samoa. (World Issues)

Children of Brunei	VC602301
Children of Hong Kong	VC602302
Children of Indonesia	VC602303
Children of Samoa	VC602304

COMMUNICATING WITH A PURPOSE

Access Network

30 minutes each

Videotape/Colour

sr

Supports the English 30 curriculum by focussing upon various elements of communication (such as purpose, medium, style and content) which are applicable to student writing and speech. Includes forms of fiction and non-fiction as follows: Canadian Literature, non-fiction books, essays and a research paper.

Effective Communications	VC213201
Style	VC213202
The Spectrum of Literature	VC213203
Non-Fiction	VC213204
The Persuasive Essay	VC213205
Klee Wyck-An Autobiography as Non-Fiction	VC213206
The Research Paper	VC213207

THE COMPLETE DRAMATIC WORKS OF WILLIAM SHAKESPEARE

Access Network

210 minutes each

Videotape/Colour

sr/ad

A selection of William Shakespeare's dramatic works, representing the histories, tragedies and comedies, is brought to life in seven full-length productions. (Communication)

All's Well That Ends Well	VC253701
Henry IV. Part I	VC253702
The Merchant of Venice	VC253703
Othello	VC253704
Richard II	VC253705
The Tempest	VC253706

Twelfth Night

VC253707

CREATIVITY

Great Plains Instructional T.V. 30 minutes
 Videotape ad

This videotape offers a definition of creativity. (G/T Theory)

DEFINITION OF GIFTEDNESS

Great Plains Instructional T.V. 30 minutes
 Videotape ad

This videotape offers a definition of giftedness. (G/T Theory)

EARTH'S PHYSICAL RESOURCES

Access Network 30 minutes
 Videotape/Colour ad

Economic Geology - an examination of the economic and environmental complexity of world-wide physical resource industries, including location, development, bringing into production and utilization of mineral resources, energy reserves and water resources. (World Issues)

Resource Geology	VC236202
Limestones	VC236203
Clay	VC236204
Ore Genesis	VC236205
Pine Point - A Lead-Zinc Deposit	VC236206
Pine Point - Origin and Exploration	VC236207
Pine Point - Ore to Metal	VC236208
Water For A City	VC236209
Water for Jordan	VC236210
Energy - Coal	VC236211
Energy Resources - Petroleum	VC236212
Energy from the Crust - Uranium	VC236213
Energy. The Alternatives	VC236214
Oil: Finds for the Future	VC236215
Minerals: Finds for the Future	VC336216
Earth's Physical Resources (Overview)	VC236217

EXPLORATIONS

Access Network 30 minutes
 Videotape/Colour ue/jr/sr

Overview of the field of astronomy. Focuses on comets, meteors, craters.

meteorites, the solar system, the sun, the stars and the planets Saturn, Jupiter and Mars. Includes discussion on observation with and without a telescope, changes in the universe, colonies in space and the search for extra terrestrial life. (World Series)

Comets	VC605901
Meteors, Craters and Meteorites	VC605902
Saturn - Planet of the Rings	VC605903
Jupiter - Giant Among Planets	VC605904
Mars - The Red Planet	VC605905
Observing Without a Telescope	VC605906
The Solar System and the Inner Planets	VC605907
Birth and Death of a Star	VC605908
A Star Called Sun	VC605909
The Changing Universe	VC605910
Colonies in Space	VC605911
Search for Extra Terrestrial	VC605912
Telescopic Observation	VC605913

FACES OF CULTURE

Access Network	30 minutes
Videotape/Colour	ad

Features all new footage from leading anthropological film makers. It explores such diverse cultures as the Pygmies of Zaire, the Asmats of New Guinea, the Navajo of the Southwest, the Maya of Mexico, the Borou of Kenya and the Yanomamo of Venezuela.

The Nature of Anthropology	VC602701
The Nature of Culture	VC602702
How Cultures are Studied	VC602703
Patterns of Subsistence - The Hunter-Gathers and Pastoralists	VC602704
Patterns of Subsistence - The Food Producers	VC602705
Language and Communication	VC602706
Culture and Personality	VC602707
Alejandro Mamani - A Case Study in Culture and Personality	VC602708
Marriage and the Family	VC602709
The Yucatec Maya - A Case Study in Marriage and the Family	VC602710
Kinship and Descent. Part 1	VC602711
Kinship and Descent. Part 2	VC602712
Age, Common Interest and Stratification	VC602713
The Aymara - A Case Study in Social Stratification	VC602714
Economic Anthropology	VC602715
The Highland Maya - A Case Study in Economic Anthropology	VC602716

Political Organization	VC602717
Social Control	VC602718
Religion and Magic	VC602719
The Asmat of New Guinea - A Case Study in in Religion and Magic	VC602720
The Arts	VC602721
New Orleans' Black Indians	VC602722
Culture Change	VC602723
Cricket the Trobriand Way - A Case Study in Culture Change	VC602724
The Future of Humanity	VC602725
Anthropology and the Future	VC602726

FAST FORWARD

Access Network	30 minutes
Videotape/Colour	jr/sr/ad

"Fast Forward" reviews fast-breaking technological developments and their implications in the world of science. With particular emphasis placed upon the microelectronic revolution and a new wave of computer literacy, students and adults can learn of exciting events that are happening now that will definitely shape our future. (World Issues)

FAST FORWARD 1 - 30 minutes

The Micro-electronic Revolution	VC231001
The Information Marketplace	VC231002
Personal Computing	VC231003
Global Television	VC231004
Humanized Technology	VC231005
Biomedical Engineering	VC231006
Communications	VC231007
New Perspectives	VC231008
Simulations	VC231009
Electronic Medicine	VC231010
Memory and Storage	VC231011
Music	VC231012
Television	VC231013

FAST FORWARD 2 - 30 minutes

Games	VC231014
Lasers	VC231015
Education	VC231016
Electricity/Energy	VC231017
Transportation	VC231018
Space	VC231019
Business of Information	VC231020
Security	VC231021
Medicine	VC231022
Military Communications	VC231023

About Computers
State of the Arts
Implications

VC231024
VC231025
VC231026

A GIFTED PROGRAM IN ACTION

Encyclopedia Britannica 27 minutes
Videotape ad

This videotape looks at the Renzulli Triad Model for Talented and Gifted (TAG) education, with Sally Reis and her students discussing their projects in process and those completed. (Program Planning)

THE GIFTED AND THE TALENTED

Slosson Educational Publications Inc. 30 minutes
Videotape ad

This videotape focuses on providing for the special needs of gifted and talented students. Discusses such topics as creativity, identification, program development, learning styles and higher level thought processes. (G/T Theory)

GOODBYE GUTENBERG

Access Network 74 minutes VC239001
Videotape sr/ad

Examines the startling impact of the information revolution brought about by the entrance of the computer, suggesting that the cultural effects of this new technology will be just as dramatic as the advent of the printing press invented by Gutenberg. The program illustrates how the electronic text now replaces the printed word in all sectors of the information and communications industries. (World Issues)

GROW YOUR OWN GENIUS

CBC Enterprises 15 minutes
Videotape ad

This videotape tells how Dr. Aaron Sterns tested his theories about childhood intelligence on his own daughter, who eventually earned a B.A. at the age of 15. Explains his theory of "total educational immersion". (G/T Theory)

HISTORY OF THE EDUCATIONAL TREATMENT OF THE GIFTED

Great Plains Instructional T.V. Library 30 minutes
Videotape ad

This videotape offers a history of the educational treatment of the gifted.

I, LEONARDO - A JOURNEY OF THE MIND

Access Network	60 minutes	VC246001
Videotape/Colour	sr/ad	

A dramatic exploration of the life and thought of the most outstanding figure of the Italian Renaissance, Leonardo da Vinci. Leonardo's achievements both as an artist and a scientist are emphasized and placed within an interrelated framework to explain how, for example, Leonardo's observational skills, developed through his work as a painter, extended his scientific insight and how his scientific investigations enhanced his work as an artist. (Biography)

IAN MCKELLEN ACTING SHAKESPEARE

Access Network	30-60 minutes
Videotape/Colour	sr/ad

Presents the brilliant classical actor Ian McKellen on stage at the CBS Broadcasting Centre in New York City. McKellen creates a vivid picture of one of history's greatest playwrights by performing scenes and monologues from Shakespeare's most famous plays. For students in English this series will provide unique insights and for students of drama, the programs will offer a rare opportunity to go behind the scenes. (Communication)

Ian McKellen Acting Shakespeare, PT 1	VC239401
Ian McKellen Acting Shakespeare, PT 2	VC239402

LANDSCAPES

Access Network	30 minutes
Videotape	ge

Explores the seven landscapes of Alberta, representing not only the diversity of the landscapes, but the beauty as well. Presents an overview of the natural forces and interdependencies of the various biomes and reveals how landscape is the prime factor which determines what flora, fauna and human activities develop. The individuality of the landscapes is captured in a careful balance of outstanding visual material, narration and information content. (World Issues)

The Mountains - Headwaters	VC217801
The Grasslands - The Great Lone Land	VC217802
The Cypress Hills - Nunatek	VC217803
Badlands and River Valleys - Echoes in Stone	VC217804
The Aspen Parklands - The Gentle Wilderness	VC217805
The Boreal Forest - The Strong Woods	VC217806

Precambrian Shield - The Bones of the Earth VC217807

LEFT BRAIN, RIGHT BRAIN

Access Network

51 minutes

VC259201

Videotape/Colour

ad

Recently developed tests confirm dramatically that the two halves of the human brain tend to specialize in different ways of thinking and perceiving. This program examines research in the neurosciences and reports on the findings.

LIFE ON EARTH

Access Network

30 minutes

Videotape/Colour

sr/ad

Each of the more than four million species of organisms found on Earth represent a particular solution to the question of survival. This series will examine some of the adaptive strategies developed in the process of evolution in order for all creatures to survive. Narrated by David Attenborough, the series blends together scientific data along with wildlife photography resulting in a comprehensive treatment of species evolution, ideally supplementing natural science instruction. (World Issues)

The Infinite Variety	VC240101
The Beginning of Life	VC240102
Building Bodies	VC240103
The Early Seas	VC240104
The Segmented Invertebrates	VC240105
The First Forests	VC240106
The Coming of the Insects	VC240107
Flowers and Insects	VC240108
The Swarming Hordes	VC240109
The Conquest of the Waters	VC240110
The Bony Fishes	VC240111
Invasion of the Land	VC240112
The Amphibians	VC240113
Victors of the Dry Land	VC240114
The Dinosaurs and Their Descendants	VC240115
From Reptiles to Birds	VC240116
Lords of the Air	VC240117
The Rise of the Mammals	VC240118
The Marsupials	VC240119
Mammals of the Sea	VC240120
Theme and Variations	VC240121
The Leaf Eaters	VC240122
The Hunters and the Hunted	VC240123
A Life in the Trees	VC240124
The Primates	VC240125

Upright Man
The Compulsive Communicators

VC240126
VC240127

LIFE SCIENCE

Access Network
Videotape/Colour

15-30 minutes
ue/jr

Intended to integrate and expand the existing "Prairie and Alpine Habitats" series which provides general coverage of the flora and fauna of the boreal forest, prairies and alpine habitat. The "Life Science" series focuses on particular animals of Western Canada, as well as specialized habitats such as Devon Island in the Arctic. (World Issues)

Bighorns of Beauty Creek	VC240201
Autumn With Grizzlies	VC240202
The Double Life of the Whooping Crane	VC240203
Wild Dogs of Jasper	VC240204
Animals in Action	VC240205
High Arctic Close-Up	VC240206
Giants of the Forest	VC240207
Hunters of the Sky	VC240208

THE NEW LITERACY

Access Network
Videotape/Colour

30 minutes
ad

Reflects the trend toward a more practical approach in introductory computer courses. It is an up-to-date survey of electronic data processing, computer hardware and software systems and developments that will provide the basis for further advancements in information processing. (Thinking Skills)

A Literate Society	VC258301
The Computing Machine. Part 1	VC258302
The Computing Machine. Part 2	VC258303
Communicating with a Computer	VC258304
Data Representation	VC258305
Putting Data In	VC258306
Getting Information Out	VC258307
Storing Data	VC258308
Secondary Storage	VC258309
Processors	VC258310
Computer Operations	VC258311
Personal Computing	VC258312
From Micro to Monsters	VC258313
System Analysis and Design	VC258314
Problem Solving and Program Design	VC258315
Programming Languages	VC258316
The Programming Environment	VC258317

Operating Systems	VC258318
System Options	VC258319
Computer Files and Databases	VC258320
Data Communications	VC258321
Office Automation	VC258322
Computing Services	VC258323
Computing, Organizations and the Individual	VC258324
Computer Security	VC258325
Issues and Trends in Computing	VC258326

OCEANUS - THE MARINE ENVIRONMENT

Access Network	30 minutes
Videotape/Colour	ad

Focuses on the marine environment as a unique feature of the planet Earth and explores areas of interest and concern to both students and scientists. Among vital topics addressed are: historical perspectives of oceanography, the intertidal zones, plate tectonics, islands, plankton and nekton, marine mammals, pollution, as well as others. (World Issues)

The Water Planet	VC602401
Cosmic Origins	VC602402
Historical Perspectives	VC602403
Waters of the Earth	VC602404
Ocean's Edge	VC602405
The Intertidal Zone	VC602406
Continental Margins	VC602407
Beyond Land's End	VC602408
Plate Tectonics	VC602409
Islands	VC602410
Marine Meteorology	VC602411
Ocean Currents	VC602412
Wind Waves & Water Dynamics	VC602413
The Ebb and Flow	VC602414
Plankton - Floaters and Drifters	VC602415
Nekton Swimmers	VC602416
Reptiles & Birds	VC602417
Mammals - Seals & Otters	VC602418
Mammals - Whales	VC602419
Living Together	VC602420
Light in the Sea	VC602421
Sound in the Sea	VC602422
Life Under Pressure	VC602423
The Polar Seas	VC602424
The Tropic Seas	VC602425
Mineral Resources	VC602426
Biologic Resources	VC602427
Marine Pollution	VC602428
Hawaii - A Case Study	VC602429
The Water Planet - Epilogue	VC602430

ONE GIANT STEP - The Integration of Children with Special Needs: Gifted

Access Network
Videotape/Colour

17 minutes
tr

VC215409

Gifted children may not necessarily have a high I.Q., however, they are high performers and achievers. The program stresses that their unique talents and abilities must be fulfilled and creativity must be stimulated. The focus is on classroom activities which are specially designed to enrich their lives. This videotape was developed cooperatively by Access Network and Alberta Education. (Program Planning)

PATHS OF DEVELOPMENT

Access Network
Videotape/Colour

30 minutes
jr/sr

Increases awareness of development problems experienced by Third World countries, presents alternatives facing these countries and gives students the opportunity to make development decisions.

Behind the Image	VC237301
Days of Future Past	VC237302
Justice For All	VC237303
Striking a Balance	VC237304
The Monster Machine	VC237305
Bread and Blue Jeans	VC237306

POINT OF VIEW

Access Network
Videotape/Colour

30 minutes
sr

Recognizing that young people need to be knowledgeable about local, national and world affairs, "Point of View" invites experts in business, government, the professions and the arts to discuss and demystify events that are having an impact on the province, the country and the world. Host Ted Barris directs questions and comments as the news package used as a springboard for each program is discussed by the particular guest and a panel of young people. (Thinking Skills)

Political Terrorism: Courageous or Criminal?	VC609701
Borders: Influence or Intervention?	VC609702
The Political Campaign: Image or Issue?	VC609704
Suicide: A Teenage Epidemic?	VC609705
Rock Music: Art or Business?	VC609706
Youth Employment: Is There a Job in	

Your Future?	VC609707
The Rainbow Connection: Prejudice & Tolerance in Canada	VC609708
The School System: Does It Make the Grade?	VC606709
The Right to Earn: Women at Work	VC609710
The Nuclear Clock: Canada's Role in Disarmament	VC609711
Our Environment: Progress vs Posterity	VC609712
Posterity	VC609712

THE POLITICS OF WORKING TOGETHER IN A GIFTED AND TALENTED PROGRAM

Encyclopedia Britannica 28 minutes
Videotape ad

This videotape presents parents, other teachers, the principal and the superintendent talking about how Sally Reis has involved them in the planning and implementing of a successful and satisfying Talented and Gifted program. (Program Planning)

SOLUTIONS UNLIMITED

Access Network 5-20 minutes
Videotape/Colour ue/jr

A multi-media project consisting of eight instructional units that integrates video programs, computer software and print. Aims at improving the problem solving abilities of students in grades six, seven and eight and familiarizing them with the problem solving applications of computers. (Thinking Skills)

About Solutions Unlimited	VC255501
Hey What, Think, See. So?	VC255502
Plan Ahead	VC255503
The Great Canoe Race	VC255504
Letters From the Past	VC255505
Saving Energy	VC255506
Who Says So?	VC255507
Do I Know Enough?	VC255508
Survival	VC255509

THINK ABOUT

Access Network 15 - 30 minutes
Videotape/Colour ue

Focuses on the skills that students must acquire and use if they are to be independent learners and problem solvers. Examines such things as how to

find alternatives, collect information, use criteria and communicate effectively.
(Thinking Skills)

Finding Alternatives - Why Bother?	VC212701
Finding Alternatives - Brainstorming	VC212702
Finding Alternatives - Blockbusting	VC212703
You Can Remember!	VC212704
Estimating and Approximating - Estimating	VC212705
Estimating and Approximating - Approximating	VC212706
Estimating and Approximating - using	VC212707
Estimating and Approximating Find Your Guide	VC212708
Giving and Getting Meaning - What's the Meaning	VC212709
Giving and Getting Meaning - Meaning is More than Words	VC212710
Giving and Getting Meaning - Remember the Audience!	VC212711
Giving and Getting Meaning - But What Does it Mean?	VC212712
Giving and Getting Meaning - The Bigger Picture	VC212713
Giving and Getting Meaning - Where are You Coming From?	VC212714
Make a Present for the Future	VC212715
What Do I Know?	VC212716
Collecting Information - Where Should I Go?	VC212717
Collecting Information - What Should I Do?	VC212718
There are Ways to Remember	VC212719
Classifying - Classifying Objects	VC212720
Classifying - Classifying Information	VC212721
Classifying - Stereotyping People	VC212722
There are Many Ways to Go	VC212723
Finding Patterns - People Patterns	VC212724
Finding Patterns - Communication Patterns	VC212725
Finding Patterns - Cultural Patterns	VC212726
Finding Patterns - Nature's Patterns	VC212727
Search for the Unknown	VC212728
Generalizing - Drawing Conclusions	VC212729
Generalizing - Checking Conclusions	VC212730
Practice for Success	VC212731
Sequencing and Scheduling - One Step At a Time	VC212732
Sequencing and Scheduling Plan Ahead	VC212733
Calm Your Jitters!	VC212734
Using Criteria - What Are They?	VC212735
Using Criteria - Where Do You Get Them	VC212736
Using Criteria - How Do You Change Them?	VC212737

Design a Language	VC212738
Reshaping Information - Symbols	VC212739
Reshaping Information - More Than You Think	VC212740
Reshaping Information - Summarizing	VC212741
Reshaping Information - Maps and Models	VC212742
Get Ahead With Goals	VC212743
Judging Information - Should I Believe It?	VC212744
Judging Information - What's Important?	VC212745
Judging Information - What's Enough	VC212746
Judging Information - Point of View	VC212747
Judging Information - Persuasive Techniques	VC212748
Make A Deal With Yourself	VC212749
Communicating Effectively - Styles of Communication	VC212750
Communicating Effectively - Planning a Presentation	VC212751
Communicating Effectively - Making a Presentation	VC212752
Communicating Effectively - Making Your Point	VC212753
Communicating Effectively - Making It Come Alive	VC212754
Make Something New	VC212755
Solving Problems - One Thing Leads to Another	VC212756
Solving Problems - A Matter of Time	VC212757
Solving Problems - There's Always a Risk	VC212758
Solving Problems - Hanging in There	VC212759
Plan a City of the Future	VC212760
About Thinkabout	VC212761

WHATABOUT

Access Network
Videotape/Colour

15 minutes
jr

Focuses on the skills, concepts and attitudes inherent in scientific understanding. Each program displays the scientific process in an everyday situation, as well as from the perspective of a professional scientist. (Thinking Skills)

Questioning in Science	VC254801
Hypothesizing in Science	VC254802
Observing in Science	VC254803
Measuring in Science	VC254804
Recording Data in Science	VC254805
Classifying in Science	VC254806
Inferring in Science	VC254807
Predicting in Science	VC254808
Modeling in Science	VC254809
Experimenting in Science	VC254810

Decision Making in Science
Communicating in Science

VC254811
VC254812

THE WORLD AT WAR

Access Network
Videotape/Colour

60 minutes
sr/ad

Sir Laurence Olivier narrates this moving and brilliant historical documentary series which spans the politics, economics, life, people and battles of World War II. Extensive use of archival footage, still photographs and interviews with participants and survivors illuminates the vivid history. (World Issues)

A New Germany - 1922-1939	VC240501
Distant War - September, 1939-May, 1940	VC240502
France Falls - May-June, 1940	VC240503
Alone - May, 1940-May, 1941	VC240504
Barbarossa - June-December, 1941	VC240505
Banzai! - Japan, 1931-1942	VC240506
On Our Way - U.S.A., 1939-1942	VC240507
The Desert - North Africa, 1940-1943	VC240508
Stalingrad - June, 1942-February, 1943	VC240509
Wolf Pack - U-Boats in the Atlantic 1939 - 1944	VC240510
Red Star - The Soviet Union, 1941 - 1943	VC240511
Whirlwind - Bombing Germany September, 1939-April, 1944	VC240512
Tough Old Gut - Italy, November, 1942 - June, 1944	VC240513
It's a Lovely Day Tomorrow - Burma - 1942 - 1944	VC240514
Home Fires - Britain, 1940 - 1944	VC240515
Inside the Reich - Germany, 1940 - 1944	VC240516
Morning - June-August, 1944	VC240517
Occupation - Holland, 1940 - 1944	VC240518
Pincers - August, 1944-March, 1945	VC240519
Genocide - 1941 - 1945	VC240520
Nemesis - Germany, February-May, 1945	VC240521
Japan - 1941 - 1945	VC240522
Pacific - February, 1942-July, 1945	VC240523
The Bomb - February-September, 1945	VC240524
Reckoning, 1945...and After	VC240525
Remember	VC240526

YOU, ME & TECHNOLOGY

Access Network
Videotape/Colour

20 minutes
sr/ad

The price we pay for the technology of instant communication throughout

the world is a barrage of noise. We need to make choices about what's worth our time, when we're being informed and when we're being manipulated. The programs include dramatic segments, old film footage, animated flowchart diagrams, scenes in hospitals and factories and interviews with scientists. (World Issues)

Living with Technology
Decisions, Decisions, Decisions

VC601501
VC601502

COMPUTER COURSEWARE

The 17 annotations below are taken from the 1985 *MECC Courseware Index*. *Access Network* acts as a distributor in the province for a number of the MECC publications and, therefore, all of these items are available from any Access office in Alberta.

The number of pages of the print material/manual is indicated in parentheses. No specific grade level is indicated as much of the courseware can be used in several grades depending upon the interest and sophistication of the student. However, a general indication is given of suitability for either adult or student use.

APPLE LOGO IN THE CLASSROOM

MECC/Access Network

Print #644/Manual (217 p.)

Adult

\$ 9.00 CDN.

This manual is designed to help teachers to begin using Logo in the classroom. The activities establish an initial environment for the introduction of Logo and then broaden into an open-ended student investigation. The purpose of the manual is to allow teachers to bring into the classroom the excitement of teaching with Logo without having had any previous training.

This manual is designed to accompany the Logo language software published by Apple Computer, Inc. The materials are divided into ten modules that enable students to progress from simply learning the fundamentals of the language to using Logo as a problem solving creative thinking tool. Extensive teacher notes are included for each activity in addition to reproducible student worksheets. Topics covered sentences on the screen, combining these components into procedures, editing procedures, providing for input in procedures and designing recursive procedures. The materials emphasize the need to let students explore, on their own, the use of Logo, in addition to using the activities in the manual.

CHARTING A PATH

MECC/Access Network

Print #812/Manual (43 p.)

Student

3.00 CDN.

Flowcharts provide the translation between the statement of a problem and the formalized writing of a computer program. They are a useful way of organizing information. As such, they can also be used to solve problems other than computer-related ones.

This module introduces the language and symbols of flowcharts for both word and computer problems. Students draw flowcharts and write computer programs to solve simple problems using the LET, INPUT, PRINT and END statements. Flowcharting is presented as action. This module is designed to follow the use of *The Three R's of Microcomputing (The Glass Computer)*.

CLASSIFICATION

MECC/Access Network

Diskette (MC 824)

Student

8.00 CDN.

Print #824/Manual (55 p.)

3.00 CDN.

Classification is an important process in science because it aids in organizing and making sense out of large bodies of information. As the amount of information increases, our ability to handle it effectively decreases. Fortunately, however, computers can greatly aid our use of such information.

This module uses a simple database inquiry system to enter, search and sort data. Both the process and results of this activity are closely related to the process of scientific classification. This two-lesson module includes handouts, transparencies and a quiz.

CREATE-A-BASE

MECC/Access Network

Diskette (MC 406)

Student

8.00 CDN.

Print #406/Manual (134 p.)

6.00 CDN.

Designed to be used by middle school students, this package provides experience in setting up and using databases. Planning sheets guide youngsters as they determine the database title, field names, length and character designation (alphanumeric or numeric). Students then learn how to enter, edit, search, sort, print and delete records. This package was originally developed by the TIES (Total Information Educational Systems) organization in Minnesota.

DISCOVERY LAB

MECC/Access Network

Diskette (MC 128)

Student

8.00 CDN.

Print #128/Manual (41 p.)

3.00 CDN.

Discovery Lab is designed to introduce students to science processes and specifically to observation, experimental design and hypothesis testing. Students are challenged to design experiments in order to determine the characteristics of imaginary mystery organisms. The package contains three separate labs of varying difficulty. As students progress through the labs they must control more variables and analyze increasingly complex organisms.

Each lab contains a graphical chamber where the students may design and run their experiments. Students study the characteristics of an organism by altering the conditions (variable) in the chamber. Students learn by testing and by observing an organism's behaviour under different conditions.

Students may continue to design experiments in the chamber until they are satisfied that they have discovered the behaviour patterns. The final results are analyzed and compared to the actual characteristics of the organism. Possible redesigns of the experiments are suggested when the students' findings do not match the organism's true characteristics.

LOGIC GATES

MECC/Access Network

Diskette (MC 403)	Student	8.00 CDN.
Print #403/Manual (146 p.)		6.00 CDN.

These problem solving activities were developed for use with high school electronics classes or for lessons in logical thinking. Using schematics composed of various combinations of gates, students determine output based upon what they know of input and the types of gates involved. A record keeping system records student use and achievement. This package was originally developed by the TIES organization of Minnesota.

LOGO, WORDS AND IDEAS

MECC/Access Network

Diskette (MC 613)	Adult	8.00 CDN.
Print #613/Manual (149 p.)		6.00 CDN.

Logo is great for drawing pictures, but what else can students do with it? This diskette and manual provide materials for use in teacher training to help answer this question. While MECC's *Introduction to Logo for Teachers* addresses the needs of teachers, just starting with Logo and focuses on turtle graphics. *Logo, Words and Ideas* is meant to meet the needs of more experienced teachers. Training notes, transparency masters and participant handouts for a ten to twelve-hour class are provided. A copyable diskette includes all sample programs necessary to teach the course, as well as possible solutions for the classroom programming activities.

Logo programming concepts in this course include recursion, manipulating words and lists of words and creating interactive procedures. Instructional topics include classroom strategies to enhance learning and discovery, application of top-down design to Logo projects and applications for Logo which tie into language arts and other curriculum areas.

Equipment and materials required include a 64K Apple II system and Apple Logo DOS 3.3 which must be purchased separately.

MECC INFORMATION MANAGER

MECC/Access Network

Diskette (MC 141)

2-sided

Student

12.00 CDN.

Print #141/Manual (92 p.)

3.00 CDN.

The computer becomes a problem solving aid as students meet the challenges of managing the radio station MECC-FM. After reading their electronic mail, students may use a database, a word processor and a calculator in responding to realistic problems and in preparing reports. Extensive help options assist students as they use the computer's various information-management tools and analyze the results of their work. A printer and either an Apple IIe with an 80-column card or an Apple IIc are required.

MECC STUFF AND FETCH

MECC/Access Network

Diskette (MC 138)

Student

8.00 CDN.

Print #138/Manual (47 p.)

3.00 CDN.

Unlike some highly structured programs, this simple database package allows students to experiment as they discover personally efficient methods of data organization. Students use the built-in word processor to "stuff" their information into the database and then try to "fetch" it back out. In the process they observe their mistakes, learning to avoid similar errors in the future.

MECC TRIVIA MACHINE

MECC/Access Network

Diskette (MC 139)

2-Sided

Student

12.00 CDN.

Print #139/Manual (32 p.)

3.00 CDN.

Students will be motivated by this trivia game about rock music. They need not know a lot of trivia to be successful. As they play with the animated machine, students not only learn about the history of rock music but also explore the capabilities of a database, discovering effective strategies for finding the answers to hundreds of questions. Side A is a Program Diskette and Side B is a Data Diskette.

MIND PUZZLES

MECC/Access Network

Diskette (MC 780)

Student

8.00 CDN.

Print #780/Manual (45 p.)

3.00 CDN.

Attract your students to the fun world of problem solving using these two sets of programs. In *Mazes of Rodentia*, students apply a variety of logical thinking skills while participating in a maze tournament. Students can control the difficulty level of the task by selecting the size of the maze in which they want to travel and the type of aid they want to take along. *Queen Bee of Menta* gives students practice associating a set of symbols and characteristics and discovering the order in which they must be arranged to duplicate a given pattern.

Both programs include tasks of varying difficulty and can be used with a wide range of students.

MODELING

MECC/Access Network

Diskette (MC 823)

Student

8.00 CDN.

Print #823/Manual (53 p.)

3.00 CDN.

Much of what scientists believe to be true about the world cannot be seen directly. We can't see an atom, or heat, or the "stuff" that makes up light. Scientists, therefore, develop models as useful ways of thinking about these invisible things.

Modeling develops the concept of a model through experiences with "black box" machines. An exponential model describes population growth. Students experiment with the trajectory of flying objects, using the computer to calculate the distance that the objects will fly. By observing the differences between calculated and experimental distances, students can observe the need for change and refinement of the model.

This module, divided into three lessons, includes computer programs, handouts, transparencies and a quiz.

MOUSE IN THE MAZE

MECC/Access Network

Diskette (MC 772)

Student

8.00 CDN.

Print #722/Manual (28 p.)

3.00 CDN.

How would you tell a mouse to find its way through an unfamiliar maze? Always turn to the right? Make a random turn at each intersection? Students with only an introductory knowledge of *Basic* can now write sophisticated maze solving algorithms, program them into the computer and then have their mouse compete against others in the class.

The computer displays a maze on its screen. The student's mouse must then find its way out of the maze in the shortest possible time. This package contains all of the directions, rule sheets and computer utilities to help a teacher conduct a programming contest or use the activity as a student's term

project in a programming class.

NUMBER SYSTEMS

MECC/Access Network

Diskette (MC 819)

Student

8.00 CDN.

Print #819/Manual (63 p.)

3.00 CDN.

Methods of counting are a common topic in junior high level mathematics classes. However, teachers have found that a practical value for alternative number systems has been difficult to demonstrate. Modern digital computing, which depends on the binary number system, demonstrates the practical value of alternate number systems. Through teacher presentations, participation in a human computer activity and practice exercise, students gain an understanding of the binary system and its relationship to the way a computer processes information. Two other important number systems, hexadecimal and octal, are presented as alternative methods for representing binary numbers.

The module, divided into four lessons, includes computer programs, handouts, transparencies and a quiz.

PROBLEM SOLVING STRATEGIES

MECC/Access Network

Diskette (MC 784)

Student

8.00 CDN.

Print #784/Manual (78 p.)

3.00 CDN.

Two powerful, interactive tutorials, *Diagonals and Squares*, teach students the strategies of Trial and Error, Exhaustive Listing and Simplifying the Problem. Students collect data, create charts, find patterns and make generalizations as they apply these strategies to the graphically presented puzzle problems.

Two other innovative programs challenge students to apply the strategies to more complex, open-ended problems. In *Thinking With Ink*, students compete for the lowest possible cost by coloring a pattern of rectangles. In *Pooling Around*, students discover rules to predict the behaviour of a ball by analyzing data they collect from a simulation of a simplified pool table.

The support manual contains extensive student handouts for all four programs, as well as suggestions for classroom use and detailed program previews. A color television is needed for *Thinking With Ink*.

WRITING A NARRATIVE

MECC/Access Network

Diskette (MC 776)

Student

8.00 CDN.

Print #776/Manual (37 p.)

7.00 CDN.

"Writing a Narrative" is the first in a series of MECC courseware packages for creative writing classes. Open-ended questioning emphasizes the ideas the student contributes.

In *Idea Storming One-Two-Three* students learn a story-starting technique while creating the framework for a narrative. *Catch the Moments* focuses on the key elements of narrative structure by tracing the development of an event from the student's own experience. *Point of View* encourages students to make a conscious choice about the voice of the narrator.

Students, individually or in small groups, complete a computer session with a printed copy of their pre-writing ideas or fill in a student handout sheet provided with the support manual to guide them in writing their rough draft.

WRITING AN OPINION PAPER

MECC/Access Network

Diskette (MC 114)

Print #114/Manual (29 p.)

Student

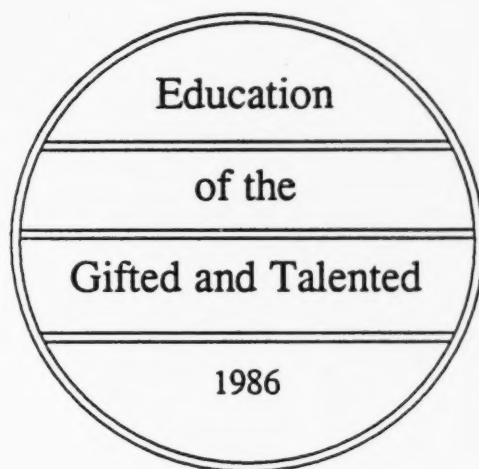
8.00 CDN.

3.00 CDN.

Interactive examples and a model topic help students to distinguish between fact and opinion and examine the kinds of evidence they can use to support an opinion. The computer's questions guide them in analyzing a topic, formulating opinions and assembling evidence. A built-in word processor enables them to look at their notes as they draft their papers on the split screen.



Selected Sources of Information



Alberta Education
Planning Services



SELECTED SOURCES OF INFORMATION: MATERIALS
PROJECT ON EDUCATION FOR THE GIFTED AND
TALENTED. ALBERTA EDUCATION. 1986

Forty-one of the main sources consulted in comparing the handbook are listed below. Note that these titles *are not* listed in the handbook *index*.

These 41 references are only part of the total information base. *Other helpful sources were collections of materials at:* The University of Lethbridge (Main Library and Curriculum Laboratory); University of British Columbia (Curriculum Laboratory) and Education Assistance Service-Gifted (Centre) operated by The Calgary Board of Education.

In addition, *the selection of items was made through examination of:* well over 300 current publishers' catalogues; curriculum materials from 25 departments of education; school districts and universities; many journals; numerous monographs and miscellaneous bibliographies on gifted education gathered in recent years.

Alberta Education. Special Education Collection. Edmonton Regional Office of Education. (n.d.). Materials list - gifted education. Unpublished list. Edmonton, Alberta. 18 p.

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Books in print 1985-86: Subject guide. (1985). (Vols. 1-4). New York: Bowker.

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Gall, Meredith. D. (1981). *Handbook for selecting and evaluating curriculum materials*. Boston: Allyn and Bacon.

Harris, Darlene (Comp.). (1980). *A sourcebook of recommended enrichment materials, K-12*. Vancouver: Educational Research Institute of British Columbia (E.R.I.B.C.).

Job, Beverly J., & Campbell, Patricia C. (1976). Language Arts Resources for the Gifted: An annotated bibliography. *The Gifted Child Quarterly*, 20(2), 205-223.

Karnes, Frances A., & Collins, Emily C. (1984). *Handbook of instructional resources and references for teaching the gifted*. (2nd ed.) Boston: Allyn and Bacon.

Katz, William A. & Sternberg Katz, Linda. (1982). *Magazines for libraries*. (4th ed.) New York: Bowker.

Kunder, Linda H. (Comp.). (1976). *Procedures for textbook and instructional materials selection*. Arlington, Virginia: Educational Research Service, Inc. (ERS). (available in some education libraries)

Lake, Sara (Ed.). (1981). *Gifted education*. (A special interest resource guide in education series). Phoenix: Oryx Press.

Leavitt, Susan. (Comp.). (Fall, 1985). Books on gifted education, University of Lethbridge Library - 1985. Unpublished list (draft). 8 p.

Literary market place: The directory of american book publishing (LMP) (1986). New York: Bowker.

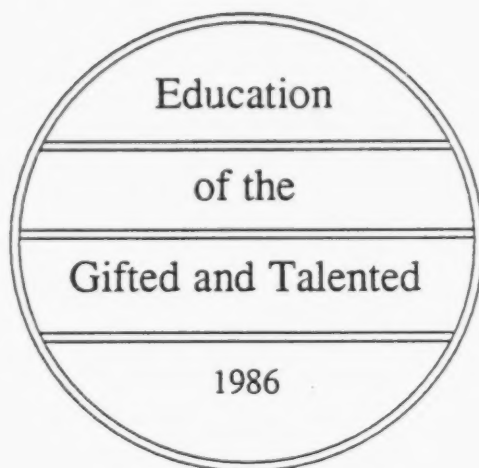
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Tomlinson, Susan. (Comp.). (n.d.). Gifted education materials. Unpublished list. (Title I). Muncie, Indiana: Ball State University. Shared Information Services. 30 p.

Tomlinson, Susan. (Comp.). (1985, August). Gifted education materials. Unpublished list. (Title II). Muncie, Indiana: Ball State University. Shared Information Services. 28 p.



Directory of Addresses



Alberta Education
Planning Services



166



DIRECTORY OF ADDRESSES FOR PUBLISHERS
AND DISTRIBUTORS: MATERIALS PROJECT ON
EDUCATION FOR THE GIFTED AND TALENTED.
ALBERTA EDUCATION. 1986

Well over 300 catalogues from publishers, distributors and other sources were consulted to help choose materials for the handbook. Eventually, when the materials had been selected, over 200 publishers/distributors were involved, as indicated by the list of names and addresses below. Each of these addresses has been checked for *accuracy* and *currency* in either an index of publishers' addresses or in a catalogue received during the project. Where *more than one type of address was given* in these sources say, a head office address and an ordering address, *one of these was selected* as a base for contacting a given publisher.

Decisions also had to be made about *which publishers or distributors to include*: that is, sometimes certain publications are available from several companies or institutions. Again, at least one publisher supplying specific materials has been chosen for inclusion on the list.

A check was made as well of the *American* and *Canadian* addresses for publishers/distributors, both of which are included if pertinent to the materials selected. In these instances, the *U.S. address* is placed *first unless* the company or institution has its *main office in Canada*. Owing to mailing costs and exchange rates, Canadians, as many readers will know, are strongly advised by American publishers to order catalogues and publications from a Canadian representative where applicable,

The *abbreviations* for the *Canadian provinces* and for *each U.S. state* have been included at the end of this listing for the reader's convenience.

A.E.T.G.C.C./B.C., See: The Association of Educators of Gifted, Talented and Creative Children in B.C.

A. M. Publications, 2062 East Rancho Dr., Phoenix, AZ 85016

ATA. See: Alberta Teachers' Association

Academic Press Canada, 55 Barber Green Rd., Don Mills, ON M3C 2A1
U.S.: P. O. Box 2026, San Diego, CA 92037

Access Network, 16930 - 114 Ave., Edmonton, AB T5M 3S2 (403) 451-3160
 (Market Development)

Access Network, Media Resource Centre, 295 Midpark Way S. E., Calgary, AB T2X 2A8 (403) 256-1100 (for ordering programs and support materials listed in the *Access Network Audio/Visual Catalogue*)

Activity Resources Co. Inc., P. O. Box 4875, 20655 Hathaway Ave., Hayward, CA 94541

Addison-Wesley Publishers, P. O. Box 580, Don Mills, ON M3C 2T8

Alarion Press Inc., P. O. Box 1882, Boulder, CO 80306

Alberta Association for Bright Children (AABC). No central office in the province. (1986). The suggestion is made to inquire of a local school district office or community service to obtain information on the availability of a chapter and contact person in the particular area.

Alberta Education, West Tower, Devonian Bldg., 11160 Jasper Avenue, Edmonton, AB T5K 0L2 (403) 427-7219 for information

Alberta Education Film Library. See: Alberta Education for address (403) 427-2985

Alberta Regional Film Resource Centres, Zones 1 to 6, Zone 1: Zone One Film Centre, Box 988, Peace River, AB T0H 2X0; Zone 2/3: Central Alberta Media Services, 2017 Brentwood Blvd., Sherwood Park, AB T8A 0X2; Zone 4: Alberta Central Region Education Services, County of Lacombe #14, Lacombe, AB T0C 1S0; Zone 5: South Central Alberta Film Federation,

County of Wheatland #16, Box 90, Strathmore, AB T0J 3H0; Zone 6: Southern Alberta Regional Film Centre, P. O. Box 845, Lethbridge, AB T1J 3Z8

Alberta Teachers' Association (ATA), Barnett House, 11010 - 142 St., Edmonton, AB T5N 2R1 (403) 453-2411. For general information; also, for Professional Development Program (specialist councils).

Allyn and Bacon Inc., Seven Wells Ave., Newton, MA 02159

Allyn and Bacon Publications, 200 Steelcase Rd. E., Markham, ON L3R 1G2

American Association for Gifted Children, 15 Gramercy Park, New York, NY 10016

American Association for the Advancement of Science (AAAS), 1333 H. St. N.W., Washington, DC 20005

American Library Association (A.L.A.), 50 E. Huron St., Chicago, IL 60611

American Psychological Association (APA), 1200 Seventeenth St. N. W., Washington, D.C. 20036

The Analogy, 4040 University, Suite B., Des Moines, IA 50311. Address, courtesy of Mrs. L. Tickles.

Aristoplay Ltd., 931 Oakdale Rd., P. O. Box 7645, Ann Arbor, MI 48107

Aspen Systems Corp., 1600 Research Blvd., Rockville, MD 20850

Association for Bright Children (ABC). See: Alberta Association for Bright Children (AABC)

The Association for the Gifted (TAG). See: The Council for Exceptional Children (CEC)

The Association of Educators of Gifted, Talented and Creative Children in B.C. (A.E.T.G.C.C./B.C.), British Columbia Teachers' Federation (BCTF) 105 -

2235 Burrard Street, Vancouver, BC V6J 3H9

Astro Media Corp., 625 E. St. Paul Ave., P. O. Box 92788, Milwaukee, WI 53202

BB School Supplies. (A Division of Brault & Bouthiller Ltd.), 700 Beaumont, Montreal, PQ H3N 1V5 or 450 Matheson Blvd., Mississauga Unit 57-58, ON L4Z 1R5. See also: *D.O.K.*

BBC-TV (British Broadcasting Co.), BBC Education & Training Sales, 214 King St. W., Suite 311, Toronto, ON M5H 1K4

B.C.T.F., See: B. C. Teacher's Federation

B.C. Teacher's Federation, 105 - 2235 Burrard St., Vancouver, B.C. V6J 3H9

Ballantine Books, 201 - E. 50 St., New York, NY 10022. CDN: 1265 Aerowood Dr., Mississauga, ON L4W 1B9 (a division of Random House)

Ball State University, Burriss Laboratory School, Muncie, IN 47306 (Susan Tomlinson, Director)

Basic Books, 10 East 53 St., New York, NY 10022. CDN: See: Fitzhenry & Whiteside Ltd. (Canada)

Bell & Howell Ltd., See: Charles E. Merrill

Book Center, See: Ten Speed Press

Book Lures, P. O. Box 9450, O'Fallon, MO 68366. CDN: See: Shirley Lewis Information under "L".

R. R. Bowker Co., 205 E. 42nd St., New York, NY 10017

Brearly Limited, 149 York Street, Buffalo, NY 14213

Britannica Learning Materials. See: Encyclopedia Britannica.

British Broadcasting Co. TV. See: *BBC-TV*

British Columbia Ministry of Education. See: Ministry

CBC Enterprises, Canadian Broadcasting Corp., P. O. Box 500, Station A,
Toronto, ON M5W 1E6

CEC. See: The Council for Exceptional children

Calgary Board of Education. Instructional Services Dept., Circulation Dept.,
515 Macleod Trail S. E., Calgary, AB T2G 2L9 (403) 294-8733 (information
about A.V. materials for teachers in the Calgary public school system)

Calgary Board of Education. Education Assistance Service-Gifted, 64 - 12th
St. N. E., Calgary, AB T2E 4P4 (403) 233-9200 (information about materials
for gifted students)

California State Department of Education. Gifted and Talented Education, 721
Capitol Mall, Sacramento, CA 95814

Canadian Council for Exceptional Children. See: Canadian Journal for Excep-
tional Children

Canadian Education Association, (CEA). Suite 8 - 200, 252 Bloor St. W.,
Toronto, ON M5S 1V5

Canadian Journal for Exceptional Children. Publications Services 4 - 116,
Education North, The University of Alberta, Edmonton, AB T6G 2G5

Capabilities Unlimited Inc., P. O. Box 274, West Hempstead, NY 11552

Chicago Review Press Inc., 213 W. Institute Place, Chicago, IL 60610
(warehouse)

Children's Better Health Institute. P. O. Box 10681, Des Moines, IA 50381.

CDN: 628 Monmouth Rd., Windsor, ON N8Y 3L1

Claremont Educational Resources, P. O. Box 998, Claremont, CA 91711

Cobblestone Publishing Inc., 20 Grove St., Peterborough, NH 03458

Consumers Union (of United States Inc.), 256 Washington St., Mount Vernon, NY 10553

The Council for Exceptional Children, (CEC) 1920 Association Dr., Reston, VA 22091-1598; also *TAG-CEC*

Creative Education Foundation Inc., State University College, 1300 Elmwood Ave., Buffalo, NY 14222

Creative Learning Environment, 507 Park Boulevard, Austin, TX 78751

Creative Learning Press, P. O. Box 320, Mansfield Center, CT 06250. CDN: See: Kahl's Inc.

Creative Learning Systems Inc., 9889 Hibert, Suite E., San Diego, CA 92131

Creative Publications, 5005 W. 110th St., Oak Lawn, IL 60453. CDN: c/o Setsco Educational Ltd., 567 Clarke Rd., Coquitlam, BC V3J 3X4

Curriculum Advisory Service, 517 S. Jefferson, Chicago, IL 60607

D.O.K. Publications Inc. (Disseminators of Knowledge), P. O. Box 605, East Aurora, NY 14052. CDN: See: BB School Supplies

Dale Seymour Publications, P. O. Box 10888, Palo Alto, CA 94303. CDN: GLC/Silver Burdett Publishers, 115 Nugget Ave., Agincourt, ON M1S 3B1

Dandy Lion Publications, P. O. Box 190, Dept. GD, San Luis Obispo, CA 93406. CDN: See: Educational Resources Ltd.

Davis Publishing Co. Inc., 250 Potrero St., Santa Cruz, CA 95060

Dover Publications Inc., 31 East 2nd St., Mineola, NY 11501. CDN:
General Publishing, 30 Lesmill Rd., Don Mills, ON M3B 2T6

EPIE Institute (Educational Products Information Exchange Institute).
P. O. Box 839, Water Mill, NY 11976

Edits Publications, P. O. Box 7234, San Diego, CA 92107

Educational Design Inc., 47 West 13 St., New York, NY 10011. CDN: c/o
Educational Resources Ltd.

Educational Insights Inc., 150 W. Carob St., Compton, CA 90020. CDN:
c/o Educational Resources Ltd.

Educational Research Institute of British Columbia, (E.R.I.B.C.), 701 - 601
West Broadway, Vancouver, BC V5Z 4C2

Educational Research Service Inc., 1800 North Kent Street, Arlington, VA
22209

Educational Resources Ltd., 7786 Royal Oak Avenue, Burnaby, BC V5J 4K4

Educators Publishing Service, 125 Bermondsey Rd., Toronto, ON M4A 1X3

Encyclopedia Britannica Education Corp., 425 North Michigan Ave., Chicago,
IL 60611. CDN: Britannica Learning Materials, 175 Holiday Inn Dr.,
P. O. Box 2249, Cambridge, ON N3C 3N4

Engine-Uity Ltd., P. O. Box 9610, Phoenix, AZ 85068

Expanducators, 135 N. Howard Ave., Burnaby, BC V5B 1J6

Fearon Education. See: Pitman Learning, Inc.

The First Mountain Foundation, Box 196, Montclair, NJ 07042

Fitzhenry & Whiteside Ltd., 195 Allstate Parkway, Markham, ON L3R 4T8

Foxtail Press, P. O. Box 2996, La Habra, CA 90632-2996. CDN: See: Educational Resources Ltd.

Free Spirit Publishing Co., 4904 Zenith Ave. S., Minneapolis, MN 55410 (612) 920-3396

Front Row Experience, 540 Discovery Bay Blvd., Byron, CA 94514-9454

GCT Publishing Co., 314-350 Weinacker Ave., P. O. Box 6448, Mobile, AL 3660-0448

G/C/T Publishing Co. Inc., P. O. Box 6448, Mobile, AL 3660-0448

GLC/Silver Burdett Publishers. See: Dale Seymour Publications

Gage Educational Publishing Co., 164 Commander Rd., Agincourt, ON M1S 3C7

Games, P. O. Box 10145, Des Moines, IA 50340

Geale, Thomas Publishers, Drawer C. P. 223, 1142 Manhattan Avenue, CA 90266

General Learning Corp., 3500 Western Ave., Highland Park, IL 60035

General Publishing. See: Dover Publications

Gifted and Talented Publications Inc., 213 Hollydell Drive, Sewell, NJ 08080

Gifted Students Institute, P. O. Box 11388, Fort Worth, TX 76109-0388

Ginn & Co., 3771 Victoria Park Ave., Scarborough, ON M1W 2P9

Globe Curriculum Press. See: Modern Curriculum Press

Good Apple. Box 299, Carthage, IL 62321-0299

Good Year Books. c/o Scott, Foresman and Co., 1900 East Lake Ave., Glenview, IL 60025. CDN: Scott Foresman and Co. (Canada), c/o Gage.

The Great Books Foundation. 40 East Huron St., Chicago, IL 60611

Great Plains Instructional TV Library. University of Nebraska, P. O. Box 80669, Lincoln, NB 68501

Guidance Centre. Faculty of Education, University of Toronto, 10 Alcorn Ave., Toronto, ON M4V 2Z8

Hanson Silver & Associates Inc., Box 402, Moorestown, NJ 08057

Harper & Row. 10 E. 53rd St., New York, NY 10022. CDN: See: Fitzhenry & Whiteside Ltd.

Harte-Hanks. See: The Young Naturalist Foundation

Harvard University Press, 79 Garden St., Cambridge, MA 02138

Highlights. Department CA, P. O. Box 269, Columbus, OH 43272-002

Houghton Mifflin. One Beacon St., Boston, MA 02108

Thomas Howe Associates Ltd., #1-1226 Homer St., Vancouver, BC V6B 2Y6

IAPC (The Institute for the Advancement of Philosophy for Children). See: First Mountain Foundation

IRA. See: International Reading Association

Incentive Publications Inc., 3835 Cleghorn, Dept. B., Nashville, TN 37215. CDN: Scholar's Choice, Highway 100 & Trafalgar St., P. O. Box 4214, London, ON N5W 5W3

The Institute for the Advancement of Philosophy for Children (IAPC). See:
First Mountain Foundation

International Reading Association (IRA). 800 Barksdale Rd., Box 8139,
Newark, DE 19714-8139

International Tele-Film Enterprises Ltd., 47 Densley Ave., Toronto, ON M6M
5A8

Irvington Publishers. 740 Broadway, New York, NY 10003

Irwin Publishers. See: Open Court Publishing

Jamestown Publishers. P. O. Box 9168, Providence, RI 02940

The John Hopkins University Press. Baltimore, MD 21211

Journal for the Education of the Gifted (JEG), Wayne State University, 5959
Woodward Avenue., Detroit, Michigan 48202 (affiliated with **TAG-CEC**)

Journal of Creative Behaviour, Creative Education Foundation, 437 Franklin
Street, Buffalo, NY 14202

Kahl's Inc., P. O. Box 126, Kitchener, ON N2G 3W9

Kendall-Hunt Publishing Co., 2460 Kerper Blvd., P. O. Box 539, Dubuque, IA
52001

Key Publishers Co., 56 The Esplanade, Suite 213, Toronto, ON M5E 1A7

Kolbe Concepts Inc., P. O. Box 15050, Phoenix, AZ 85060

Krieger, Robert E. Publishing Co. Inc., P. O. Box 9542, Melbourne, FL 32902

Kyrene School District, #28, 8700 South Kyrene Road, Tempe, AZ 85284

Learning Seed, 21250 N. Andover Rd., Kildeer, ILL 60047

Shirley Lewis Information Services. 196 North Queen St., Etobicoke, ON N9C 4Y1 See also: Book Lures

Libraries Unlimited Inc., Department 48, P. O. Box 263, Littleton, CO 80160-0263

Little, Brown & Co., 34 Beacon St., Boston, MA 02106. CDN: (Canada Ltd.): 25 Hollinger Rd., Toronto, ON M4B 3G2

Longman Inc., 95 Church St., White Plains, NY 10601

MECC (Minnesota Education Computer Consortium), 3490 Lexington Ave. N., St. Paul, MN 55112. ALBERTA Distributor, see: Access Network. Media Resource Centre, 295 - Midparkway S. E., Calgary, AB T2X 2A8 (403) 256-1100

McAinsh & Co. Ltd., See: University Park Press

McClelland and Stewart Ltd., 25 Hollinger Rd., Toronto, ON M4B 3G2

McFarland and Co. Inc., P. O. Box 611, Jefferson, NC 28640

McGraw-Hill Films See: McGraw-Hill Ryerson

McGraw-Hill Publications Inc., 1221 Avenue of the Americas, New York, NY 10020. CDN: McGraw-Hill Ryerson Ltd., 330 Progress Ave., Scarborough, ON M1P 2Z5

McGraw-Hill Ryerson, 330 Progress Ave., Scarborough, ON M1P 2Z5

Magic Lantern Film Distributors, 136 Cross Avenue, Oakville, ON L6J 2W6

Maggie, Language Arts Services Centre for Education, One Kingsway, Edmonton, AB T5H 4G9 (403) 429-8270

Making Tracts Publications, Box 2401, Dawson Creek, B.C. V1G 4T9

Marlin Motion Pictures. 211 Watline Ave., Mississauga, ON L4Z 1P3

Marvin Melnyk. See: Wffn Proof

Mastery Education Corp., 85 Main St., Watertown, MA 02172

Charles E. Merrill Publishing Co., Div. of Bell & Howell Co., 1300 Alum Creek Dr., Columbus, OH 43216. CDN: c/o Bell & Howell Ltd., 230 Barmac Drive, Weston, ON M9L 2X5

Methuen Inc., 29 W. 35th St., New York, NY 10001. CDN: Methuen Publications, 150 Laird Dr., Toronto, ON M4G 3V7

Midwest Publications. P. O. Box 448, Pacific Grove, CA 93950. CDN: See Educational Resources; or Scholar's Choice; or Kahl's Inc.

Ministry of Education. Curriculum Development Branch, Province of **British Columbia.** Parliament Buildings, Victoria, BC V8V 2M4

Modern Curriculum Press. 13900 Prospect Rd., Cleveland, OH 44136. CDN: c/o Globe/Modern Curriculum Press, 200 Steelcase Rd. E., Markham, ON L3R 1G2

Multi Media Arts. Building 255, Box 14486, Austin, TX 78761

NBC News (National Broadcasting Co.), 30 Rockefeller Plaza, New York, NY 10020

NEA. See: National Education Association

N/S-LTI-G/T. See: National/State Leadership Training Institute on the Gifted and the Talented

National Association for Creative Children and Adults. 8080 Springvalley Dr., Cincinnati, OH 45236

National Association for Gifted Children (NAGC), 5100 N. Edgewood Dr., St. Paul, MN 55112

National Council of Teachers of English (NCTE), 1111 Kenyon Road, Urbana, IL 61801

National Education Association (NEA), 1201 - 16 St. N. W., Washington, D.C. 20036

National Film Board of Canada (NFB), 1 Lombard St., Toronto, ON M5C 1J6

National Geographic Society, Department 00486, 17th and M Streets, Washington, D.C. 20036

National Public Radio, 2025 M Street, Washington, D.C. 20036

National/State Leadership Training Institute on the Gifted and the Talented (N/S-LTI-GT), Ventura County Superintendent of Schools, 535 East Main Street, Ventura, CA 93009. Attn: LTI Publications

National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184-0001

Northwest Clearinghouse for Gifted Education, Education Service District No. 121, 1410 South 200 St., Seattle, WA 98418

Northwest Regional Educational Laboratory (NRWL), 300 SW Sixth Ave., Portland, OR 97204

OISE Press (Ontario Institute for Studies in Education), book 252 Bloor St. W., Toronto, ON M5S 1V6

Ohio Psychology Publishing Co., 131 N. High St., Suite 300, Columbus, OH

Omega Films Ltd., 70 Miner Ave., Unit 5A, Scarborough, ON M1S 3P8

120 Creative Corner, 4175 Lovell Road, Box 18, Circle Pines, MN 55014

Open Court Publishing Co., P. O. Box 599, La Salle, IL 61301. CDN: Irwin Publishing Inc., 180 West Beaver Creek Rd., Richmond Hill, ON L4B 1B4

Oregon State Department of Education, Director, Center for Program Coordination, Salem, OR 97310

Oryz Press, 2214 N. Central Ave. at Encanto, Phoenix, AZ 85004-1483

Patton Pending, P. O. Box 1786, Sausalito, CA 94966

A. W. Peller & Associates Inc., Educational Materials, 249 Goffle Rd., P. O. Box 106, Hawthorne, NJ 07507

Penny Power, P. O. Box 2878, Boulder, CO 80322

Pitman Learning Inc., 19 Davis Dr., Belmont, CA 94002

Plays Inc., 120 Boylston St., Boston, MA 102116

Porpoise Books, (Associative Studies Division), 121 Brattle St., Cambridge, Mass. 02138. Address, courtesy of Mrs. L. Tickles.

Prentice-Hall, Inc., Route 9 W., Englewood Cliffs, NJ 07632

Prentice-Hall Canada Inc., 1870 Birchmount Rd., Scarborough, ON M1P 2J7

Presents for the Promising, P. O. Box 134, Sewell, NJ 08080

Prism Magazine Inc., P. O. Box 030464, Suite 223, Fort Lauderdale, FL 33304-0464

Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735. CDN: See: Guidance Centre

Pullen Publications, Caxtons, Park Lane, Knebworth, Hertfordshire SG3 6PF

R. and E. Publishers, P. O. Box 2008, Saratoga, CA 95070

Rainbow Express, P. O. Box 2141, 223 Linden St., Ft. Collins, CO 80524

Reading Tutor, P. O. Box 1586, 10201 Yuma Court, Manassas, VA 22110.
(formerly Gifted Education Press)

Resources for the Gifted Inc., P. O. Box 15050, Phoenix, AZ 85050

Roeper City and Country School, 2190 N. Woodward Ave., P. O. Box 329,
Bloomfield Hills, MI 48013

SOI Systems, 343 Richmond St., El Segundo, CA 90245

Scarecrow Press, 52 Liberty St., Box 656, Metuchen, NJ 08840

Scholar's Choice, Hwy 100 & Trafalgar St., P. O. Box 4214, London, ON
N5W 5W3

Scholastic Inc., 730 Broadway, New York, NY 10003-9538

Scholastic - TAB Publications, 123 Newkirk Rd., Richmond Hill, ON L4C 3G5

Schoolmasters Science, 745 State Circle, P. O. Box 1941, Ann Arbor, MI
48106

Scott Anderson Productions, 1604 Washington Plaza, Reston, VA 22090

Scott Foresman & Co. (Canada). See: Gage

Setsco Educational Ltd.. See: Creative Publications

Shoe String Press, P. O. Box 4327, 955 Sherman Ave., Hamden, CT 06514

Slosson Educational Publications Inc., P. O. Box 280, East Aurora, NY 14052

Social Studies School Service, 10,000 Culver Blvd., Room 1, P. O. Box 802.

Dept. 12, Culver City, CA 90232-0802

Southern Illinois University Press, P. O. 3967, Carbondale, IL 62901

Southern Methodist University Press, 6410 Airline Drive, Dallas TX 75275

Souvenir Press Ltd., 43 Great Russell Street, London, England WC1B 3PA

Special Interest Group on Gifted and Creative Students in Reading, See: IRA

Spectrum Educational Supplies Ltd., 8 Denison Street, Markham, ON L3R 2P2

Stevens & Shea Publishers, Department 2, 325 E. Wyandotte St., Stockton, CA 95204

Sterling Publishing Co. Inc., 2 Park Ave., New York, NY 10016

Sunburst Communications, Room WG62, 39 Washington Ave., Pleasantville, NY 10570-9971

Synergetics, P. O. Box 84, East Windsor Hill, CT 06028

Syracuse University Press, 1600 Jamesville Ave., Syracuse, NY 13210

Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027

Ten Speed Press, P. O. Box 7123, Berkeley, CA 94707. CDN: Book Center, Inc., 1140 Beaulac St., Montreal, PQ H4R 1R8

Thinking Caps, P. O. Box 7329, Phoenix, AZ 85011

Charles C. Thomas, 2600 South First St., P. O. Box 4709, Springfield, IL 62708-4709

Time-Life Films Inc., 100 Eisenhower Dr., P. O. Box 644, Paramus, NJ 07652. CDN: See: Marlin Motion Pictures

Trillium Press, Box 921, New York, NY 10159

The University of Alberta, Publication Services, 4-116, Education North,
Edmonton, AB, Canada T6G 2G5

The University of Calgary, Communications Media Centre, Calgary, AB,
Canada T2N 1N4 (403) 220-6231

University of Connecticut, 231 Glenbrook Rd., RM 28, 4-7, Storrs, CT 06268
(Dr. Deborah Burns)

University of Minnesota, Audio Visual Library Service, 3300 University Ave.,
S.E., Minneapolis, MN 55414

University Park Press, 300 N. Charles St., Baltimore, MD 21201. CDN:
McAinsh & Co. Ltd., 2760 Old Leslie St., Willowdale, ON M2K 2X5

University of Texas Press, P. O. Box 7819, San Antonio, TX 78713

University of Toronto Press, Front Campus, University of Toronto, Toronto,
ON M5S 1A1. U.S.: 33 East Tupper St., Buffalo, NY 14203

Vantage Press Inc., 516 W. 34th St., New York, NY 10001

Walker and Co., 720 Fifth Avenue, New York, NY 10019

Warner Press Publications, 1200 E. Fifth St., Anderson, IN 46018

Western Educational Activities Ltd., Box 3806, Postal Station "D", Edmonton,
AB T5L 4J8

Wff'n Proof Learning Games Associates, 1490 South Boulevard, Ann Arbor,
MI 48104. CDN: Wff'n Proof Learning Games, c/o Marvin Melnyk
Associates Ltd., Box 220, Queenston, ON L0S 1L0

J. Whitaker, 12 Dyott Street, London, WC1A 9DF, England. CDN: See:
Academic Press Canada

H. W. Wilson, 950 University Ave., Bronx, NY 10452

B. L. Winch & Associates, 45 Hitching Post Dr., Building 2, Rolling Hills Estates, CA 90274

The World Council for Gifted and Talented Children Inc., Dorothy Sisk, Executive Secretary, HMS 414 College of Education, University of South Florida, Tampa, FL 33620

World Future Society, 4916 St. Elmo Ave., Dept. A, Bethesda, MD 20814-5089

The Young Naturalist Foundation, 59 Front St. E., Toronto, ON M5E 1B3.
U.S.: Harte-Hanks Communications, Inc., 255 Great Arrow Avenue, Buffalo, NY 14207

Xerox Education Publications, P. O. Box 16626, Columbus, OH 43216

Zephyr Press, 430 South Essex Lane, Tucson, AZ 85711

Abbreviations for Provinces and States

Canada:

Alberta	AB
British Columbia	BC
Labrador	LB
Manitoba	MB
New Brunswick	NB
Newfoundland	NF
Northwest Territories	NT
Nova Scotia	NS
Ontario	ON
Prince Edward Island	PE

Quebec	PQ
Saskatchewan	SK
Yukon Territory	YT

United States:

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
Arizona	AZ	Nebraska	NE
Arkansas	AR	Nevada	NV
California	CA	New Hampshire	NH
Canal Zone	CZ	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District		North Dakota	ND
of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Pennsylvania	PA
Hawaii	HI	Puerto Rico	PR
Idaho	ID	Rhode Island	RI
Illinois	IL	South Carolina	SC
Indiana	IN	South Dakota	SD
Iowa	IA	Tennessee	TN
Kansas	KS	Texas	TX
Kentucky	KY	Utah	UT
Louisiana	LA	Vermont	VT
Maine	ME	Virgin Islands	VI
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY



Index



Alberta Education
Planning Services



INDEX

Below is a comprehensive list of all *main* titles included in the handbook except for the 40 references used to help develop the book, i.e., those in the "Sources of Information" section. Overall, then, the index represents *most* of the several hundred items that are annotated or cited in the *Handbook of Instructional Materials for Education of the Gifted and Talented; Alberta Education, 1986*. Before using the index, the readers should note the general information and index codes given below, for both the professional references and instructional materials (including audio visual and computer courseware items).

GENERAL INFORMATION FOR USING THE INDEX

The index is organized as follows:

1. The index is a *title* index.
2. Titles for the instructional materials and professional references are *integrated*.
3. Titles are listed *alphabetically*. (NB: for this computer program, punctuation had to be omitted from certain titles in order to alphabetize correctly).
4. *A*, *an* and *the* are disregarded in sequencing the titles.
5. Titles of materials that are *not* annotated are *starred* (*).
EXAMPLE: CHALLENGING THE GIFTED.*
6. *Professional References (P. Ref.)* include journals, magazines, books and other readings for educators and parents. *Instructional Materials (I.M.)* include practical materials for directed or independent learning.
7. Note that coded information is given after *every* title to help identify the *type* of material. Also, for each *instructional material*, note that additional coded information is provided about *grade levels*, *skills category* and *subject area category*. (see code below for all citations)

INDEX CODE: PROFESSIONAL REFERENCES (P. Ref.)

P. Ref. JL	a journal on gifted and talented education
P. Ref. MAG	a magazine for children of a general nature
P. Ref. PAR	a reference for parents on G/T education (a book or guide)
P. Ref. TCHR	a reference for teachers on G/T education (a book or guide)

EXAMPLE of the professional reference code: GROWING UP GIFTED. (P. Ref. TCHR). EXPLANATION: A reference for teachers and other educators.

INDEX CODE: INSTRUCTIONAL MATERIALS (I.M.)

TYPE(S) OF MATERIAL: the way the material is packaged; its general format. Examples used in the main I.M. section are as follows:

A.V.	audio visual
Bk(s)	activity book(s)/booklet(s)/resource book(s)
Cds	cards
Cht(s)	chart(s)
Curr. Gde(s)	curriculum guide(s)
Gme(s)	game(s)
Kit(s)	kit(s)
Mstrs	masters (reproducible)
Series	series
Tchr Gde(s)	teacher's guide(s)

INDEX CODE - I.M. - (cont'd)

GRADE LEVEL(S): the range of grade levels. EXAMPLE: 1-3 (Grades 1 to 3). Occasional use is made of such symbols as *ad* for adult and *elem* for elementary, where specific grade levels were not available.

SKILL(S): refers *mainly* to the categories of **thinking skills** involved, as shown below.

MULTI SK multi skill: a number of skills are involved,
i.e., the treatment is broad

MULTI SK *plus*(.....) specific skill. i.e. a broad treatment
with some *emphasis* on 1 or 2 of the *nine* skills
skills below. e.g., MULTI SKILL (pers gr).

(SPECIFIC SKILL) is named indicating the major *focus*
from the *nine* skills below. e.g., PERS. GR.

pers gr/PERS GR	personal growth
creat'y/CREAT'Y	creativity
crit t/CRIT T	critical thinking
comm/COMM	communication
fore plan/FORE PLAN	forecasting and planning
dec mkg/DEC MKG	decision making
comp/COMP	computer skills
lead org/LEAD ORG	leadership and organizational skills
ind stdy/IND STDY	independent study

SUBJECT AREA(S) refers to the standard areas of the curriculum such as Social Studies (S.S.), Science (Sc.) and Mathematics (Math.)

MULTI SUBJ a number of subject areas are involved,
i.e., the treatment is broad

INDEX CODE - I.M. - (cont'd)

- MULTI SUBJ *plus* (.....) specific subject(s), i.e., a broad treatment, with some *emphasis* on 1 or 2 subjects. e.g., MULTI SUBJ (Sc./Eng.)
- (SUBJECT AREA) a specific area is named, indicating the major *focus*; more than one subject may be mentioned, e.g., L. ARTS.

EXAMPLE of the code: AMELIA BEDELIA. {I.M.: Bk; K-3; MULTI SK (crit t/creat'y); L. ARTS.} EXPLANATION: Instructional material; booklet; Kindergarten to Grade 3; (skills category) multi skill, with some emphasis on critical thinking and creativity; (subject area category) Language Arts.

AUDIO VISUAL/COMPUTER: refers to the audio visual and computer courseware items in the bibliography prepared by Garnet Millar (following the main I.M. bibliography). It contains *both professional references and instructional materials*, many of which are drawn from the Access Network and MECC catalogues.

- AV/Computer main symbol used to identify the above items

Access Network audience level or usage symbols are as follows:

ps	Preschool
pr	Primary
ue	Upper Elementary
jr	Junior High
sr	Senior High
ad	Adult
ge	General
tr	Teacher Resource

Index

- ABLE AND AMBITIOUS PROJECTS a roundup of mind-stretching activities for gifted and talented students {I.M.; Bk: 1-12; MULTI SK (ind stdy); MULTI SUBJ} 63
- ABOVE AND BEYOND BOOKS 1, 2, 3 {I.M.; Bks: 1-7; MULTI SK (creat'y/crit t); MULTI SUBJ} 64
- ACADEMIC EXCELLENCE IN THE HUMANITIES {I.M.; Curr Gde: 7-12; MULTI SK; MULTI SK (S.S. /Eng./Career Ed)} 64
- ACCENT ON ALGEBRA {I.M.; Bk: 8-12; MULTI SK (crit t); MATH (Algebra)} 64
- ACT IT OUT {I.M.; Bk: K-4; MULTI SK (Comm); L. ARTS (Drama)} 64
- ACTION NEWS activities for teaching about TV news programs {I.M.; Kit: 5-up; MULTI SK (crit t/comm/dec mkg); MULTI SUBJ} 65
- ACTIVITIES FOR THE STUDY OF GIFTED/TALENTED PERSONS {I.M.; Bk: 5-12; MULTI SK (pers gr); MULTI SUBJ} 65
- ACTIVITIES WITH FANTASY {I.M.; Bk: 4-7; MULTI SK (creat'y/comm); L. ARTS (Literature)} 65
- ACTIVITIES WITH MYTHS {I.M.; Bk: 4-7; MULTI SK (creat'y/crit t.); L. ARTS (S.S.)} 66
- ADMINISTERING POLICY FOR GIFTED AND TALENTED* (P. Ref. PAR) 37
- ADMINISTRATOR'S HANDBOOK ON DESIGNING PROGRAMS FOR GIFTED AND TALENTED. AN (P. Ref. TCHR) 47
- ADVENTURES IN CREATIVE THINKING {I.M.; Bk: 4-12; CREAT'Y; MULTI SUBJ} 66
- ADVENTURES OF TEENAGE SCIENTISTS (AV/Computer) 130
- ADVERTISING BOX games and activities for teaching about advertising techniques {I.M.; Kit: 5-up; MULTI SK (crit t); MULTI SUBJ} 66
- AFFECTIVE EDUCATION GUIDEBOOK {I.M.; Tchr Gde; K-12; MULTI SK (pers gr); MULTI SUBJ} 66
- AFTERMATH SERIES. Bks 1, 2, 3, 4 {I.M.; Bks: 5-9; CREAT'Y; MATH} 67
- AH HAH! THE INQUIRY PROCESS {I.M.; Tchr Gde; K-12; MULTI SK; MULTI SUBJ} 67
- AHA! GOTCHA paradoxes to puzzle and delight {I.M.; Bk: 6-Ad; MULTI SK (crit t); MATH} 67
- AHA! INSIGHT {I.M.; Bk: 6-Ad; MULTI SK (creat'y); MATH} 68
- ALGEBRA IN THE REAL WORLD {I.M.; Bk/Mstrs: 10-12; MULTI SK (creat'y); MATH (Algebra)} 68
- ALGEBRA WITH PIZZAZZ {I.M.; Bks: 9-12; MULTI SK (ind stdy); MATH (Algebra)} 68
- ALPHABETICS a history of our alphabet {I.M.; Bk: 2-8; MULTI SK; MULTI SUBJ (Art/L. Arts/S.S.)} 69
- AMELIA BEDELIA THINKING BOOK, THE {I.M.; Bk: K-3; MULTI SK (crit t/creat'y); L. ARTS} 69
- APPLE LOGO IN THE CLASSROOM (AV/Computer) 147
- ARCHITEXTURE a shelter word {I.M.; Bk: 2-8; MULTI SK (ind stdy); MULTI SUBJ (Art/S.S.)} 69
- ART AND MAN* (P. Ref. MAG) 28
- ART OF PERCEIVING PROBLEMS, THE {I.M.; Bk: 4-6; CRIT T; MULTI SUBJ} 69
- ART OF RESOLVING PROBLEMS, THE {I.M.; Bk: 4-6; CRIT T; MULTI SUBJ} 70
- ARTS ALIVE (AV/Computer) 130
- ARTS FOR THE GIFTED AND TALENTED, GRADES 1-6* (P. Ref. TCHR) 59
- ASKING QUESTIONS FINDING ANSWERS {I.M.; Bk: 3-9; IND STDY; MULTI SUBJECT} 70
- ASPECTS OF ECOLOGY biomes (AV/Computer) 130
- ASPECTS OF ECOLOGY circles & cycles (AV/Computer) 130
- ASSESSMENT IN GIFTED EDUCATION* (P. Ref. TCHR) 56
- ASSOCIATION OF EDUCATORS OF GIFTED, TALENTED AND CREATIVE CHILDREN IN B.C., THE (P. Ref. JL) 16
- ASTROGATION LICENSE {I.M.; Unit: 4-10; MULTI SK (ind stdy/fore plan); MULTI SUBJ (Math/Sc)} 70
- AUDIO TAPE CASSETTES (AV/Computer) 128
- AWAY WITH PROBLEMS {I.M.; Bk: 7-12; MULTI SK (creat'y); MULTI SUBJ} 70

- BASIC THINKING SKILLS (SERIES) {I.M.; Bks/Mstrs: 1-Ad: MULTI SK (crit t); MULTI SUBJ} 70
- BE A PROBLEM SOLVER a CPS chartbook {I.M.; Bk: 4-12: CREAT'Y: MULTI SUBJ} 71
- BEST BOOKS FOR CHILDREN preschool through the middle grades* (P. Ref. TCHR) 56
- BEST SCIENCE BOOKS FOR CHILDREN, THE* (P. Ref. TCHR) 59
- BIBLIOTHERAPY a counselling/instructional approach to the gifted* (P. Ref. TCHR) 59
- BITS AND BYTES (AV/Computer) 131
- BLOOD AND GUTS a working guide to your own insides {I.M.; Bk: MULTI SK (creat'y/ind stdy); SCIENCE (biology)} 71
- BLUE JEAN DAYS {I.M.; Bk: 4-8: MULTI SK (creat'y/crit t); MULTI SUBJ} 71
- BONJOUR* (P. Ref. MAG) 28
- BOOK LURES INC. {I.M.; Bks: K-9: MULTI SK (crit t/creat'y/ind stdy); MULTI SK} 72
- BOOK OF THINK. THE or how to solve problems twice your size {I.M.; Bk: 4-Ad: CRITICAL THINKING; MULTI SUBJ} 72
- BOOKS FOR THE GIFTED CHILD* (P. Ref. TCHR) 59
- BOOKS FOR YOU a book list for senior high students* (P. Ref. TCHR) 55
- BRIGHT UNDERACHIEVERS studies of scholastic underachievement among intellectually superior high school students* (P. Ref. TCHR) 57
- BROWN PAPER SCHOOL BOOKS SERIES, THE {I.M.; Bks: Elem/Jr/Sr: MULTI SK; MULTI SUBJ} 73
- BUILDING THINKING SKILLS (SERIES) Books 1, 2, 3 {I.M.; Bks: 2-8: MULTI SK (crit t); MULTI SUBJ} 73
- BYZANTINE ART AND ARCHITECTURE {I.M.; Kit/A.V.; Sr-Ad: MULTI SK; SOCIAL STUDIES} See: EGYPTIAN ARCHITECTURE. 74
- C P S CLEARTHROUGH {I.M.; Tchr Gde/Bk: 4-up: CREAT'Y: MULTI SUBJ} - 73
- C P S FOR KIDS {I.M.; Bk: 3-9: CREAT'Y: MULTI SUBJ} 74
- ÇA VA* (P. Ref. MAG) 28
- CANADIAN GOVERNMENT AND POLITICS (AV/Computer) 131
- CANADIAN JOURNAL FOR EXCEPTIONAL CHILDREN* (P. Ref. JL) 20
- CAPABILITIES UNLIMITED projects for the promising (Series) {I.M.; Bks: 4-12: MULTI SK (crit t/creat'y); MULTI SUBJ (Sc/S.S.)} 74
- CAREER WORLD (P. Ref. MAG) 24
- CHALLENGE BOXES 50 projects in creative thinking {I.M.; Bk: 4-8: MULTI SK (creat'y) MULTI SUBJ} 74
- CHALLENGE MAGAZINE (P. Ref. JL) 17
- CHALLENGE reaching & teaching the gifted child (P. Ref. JL) 17
- CHALLENGING THE GIFTED* (P. Ref. TCHR) 59
- CHANGE FOR CHILDREN ideas and activities for individual learning {I.M.; Bk: K-6: MULTI SK; MULTI SUBJ} 75
- CHARACTERISTICS AND IDENTIFICATION OF GIFTED AND TALENTED STUDENTS* (P. Ref. TCHR) 58
- CHART YOUR COURSE (P. Ref. JL) 17
- CHARTING A PATH (AV/Computer) 147
- CHEZ NOUS* (P. Ref. MAG) 28
- CHICKADEE (P. Ref. MAG) 24
- CHILD LIFE* (P. Ref. MAG) 25
- CHILDREN OF THE WORLD (AV/Computer) 132
- CHILDREN WHO EXCEL (AV/Computer) 128
- CHILDREN'S DIGEST (P. Ref. MAG) 25
- CHILDREN'S PLAYMATE* (P. Ref. MAG) 25
- CHIP IN motivational activities to stimulate better thinking {I.M.; Bk: 3-8: MULTI SK (creat'y); MULTI SUBJ} 75
- CHOICES* (P. Ref. MAG) 28
- CHOOSE, USE, ENJOY, SHARE library media skills for the gifted child (P. Ref. TCHR) 48
- CHRYSALIS {I.M.; Bk: 4-12: MULTI SK (crit t/creat'y); MULTI SUBJ}} 75
- CLASSICAL CALLIOPE the muses magazine for youth (P. Ref. MAG) 25
- CLASSIFICATION (AV/Computer) 148
- CLASSROOM IDEAS FOR ENCOURAGING THINKING AND FEELING {I.M.; Bk: K-9: MULTI SK; MULTI SUBJ} 76
- COBBLESTONE* (P. Ref. MAG) 25

- COMMUNICATING WITH A PURPOSE (AV/Computer) 132
- COMMUNIQUE* (P. Ref. JL) 19
- COMPLETE DRAMATIC WORKS OF WILLIAM SHAKESPEARE, THE
(AV/Computer) 132
- COMPUTER COURSEWARE (AV/Computer) 147
- COMPUTER PRIMER, THE a complete guide for gifted beginners {I.M.: Bk: 3-8;
COMP: MULTI SUBJ} 76
- CONSUMER REPORTS* (P. Ref. MAG) 27
- COUNSELING YOUR GIFTED CHILD* (P. Ref. PAR) 36
- COUNSELLING THE INTELLECTUALLY GIFTED CHILD* (P. Ref. TCHR) 59
- CRACKERS (P. Ref. MAG) 25
- CRADLES OF EMINENCE* (P. Ref. TCHR) 56
- CREATE-A-BASE (AV/Computer) 148
- CREATING PROGRAMS FOR THE GIFTED a guide for teachers, librarians and stu-
dents (P. Ref. TCHR) 43
- CREATIVE CHILD AND ADULT QUARTERLY, THE (P. Ref. JL) 17
- CREATIVE CHILD, THE how to encourage the natural creativity of your preschooler
(P. Ref. PAR) 34
- CREATIVE GAMES FOR LEARNING (P. Ref. PAR) 33
- CREATIVE PROBLEM SOLVING how to get better ideas (AV/Computer) 123
- CREATIVE READING a design for excellence (P. Ref. TCHR) 48
- CREATIVE THINKING AND PROBLEM SOLVING IN GIFTED EDUCATION (P. Ref.
TCHR) 44
- CREATIVELY GIFTED CHILD, THE suggestions for parents and teachers (P. Ref.
PAR) 33
- CREATIVITY (AV/Computer) 133
- CREATIVITY its educational implications* (P. Ref. TCHR) 56
- CREATIVITY TO GO UNITS (SERIES) fast food for the mind {I.M.: Units: 1-8;
CREAT'Y: MULTI SUBJ (S.S./Sc)} 77
- CRICKET the literary magazine for children (P. Ref. MAG) 25
- CRITICAL THINKING BOOKS 1, 2 {I.M.: Bks: 6-12; CRIT T: MULTI SUBJ} 77
- CURRENT EVENTS* (P. Ref. MAG) 28
- CURRENT SCIENCE* (P. Ref. MAG) 28
- CURRICULUM DEVELOPMENT FOR THE GIFTED* (P. Ref. TCHR) 59
- DECISION MAKING SKILLS FOR MIDDLE SCHOOL STUDENTS {I.M.: Bk: 5-8;
DEC MKG: MULTI SUBJ} 77
- DEFINITION OF GIFTEDNESS (AV/Computer) 133
- DEVELOPING A WRITTEN PLAN FOR THE EDUCATION OF GIFTED AND
TALENTED STUDENTS* (P. Ref. TCHR) 58
- DEVELOPING CREATIVITY IN THE GIFTED AND TALENTED* (P. Ref. TCHR)
54
- DEVELOPING IEPs FOR THE GIFTED/TALENTED (P. Ref. TCHR) 41
- DEVELOPING TALENT IN YOUNG PEOPLE* (P. Ref. TCHR) 54
- DEVELOPING VISUAL ACUITY AND INSIGHT {I.M.: Bk: 1-5; MULTI SK (crit t);
MULTI SUBJ} 77
- DIAMONDS IN THE DUST discover and develop your child's gifts (P. Ref. PAR) 34
- DICTIONARY OF GIFTED, TALENTED AND CREATIVE EDUCATION TERMS, A
(P. Ref. TCHR) 45
- DISCOVERY ACTIVITIES FOR ELEMENTARY SCIENCE* (P. Ref. TCHR) 54
- DISCOVERY AND NUTURANCE OF GIFTEDNESS IN THE CULTURALLY DIF-
FERENT (P. Ref. TCHR) 50
- DISCOVERY LAB (AV/Computer) 148
- DOES THIS MEAN MY KID'S A GENIUS? (P. Ref. PAR) 35
- DON'T TEACH LET ME LEARN (the guidebook) {I.M.: Tchr Gde: Elem; MULTI SK;
MULTI SUBJ} 78
- DON'T TEACH LET ME LEARN SERIES {I.M.: Bks: 3-10; MULTI SK (ind
study/creat'y) MULTI SUBJ} 78
- DYNAMATH* (P. Ref. MAG) 28
- EARLY MEDIEVAL ART AND ARCHITECTURE {I.M.: Kit/A.V.: Sr-Ad; MULTI SK;
SOCIAL STUDIES} See: EGYPTIAN ARCHITECTURE 79
- EARTH'S PHYSICAL RESOURCES (AV/Computer) 133
- EDUCATING ABLE LEARNERS programs and promising practices (P. Ref. TCHR)
43
- EDUCATING ARTISTICALLY TALENTED STUDENTS (P. Ref. TCHR) 42

- EFFECTIVE COMMUNICATION a handbook of discussion skills {I.M.; Bk: 4-12; MULTI SK (comm/pers gr); MULTI SUBJ} 79
- EGYPTIAN ARCHITECTURE {I.M.; Kit/A.V.; 5-Ad; MULTI SK; SOCIAL STUDIES} 79
- EGYPTIAN ART AND ARCHITECTURE {I.M.; Kit/A.V.; Sr-Ad & 4-9; MULTI SK; SOCIAL STUDIES}. See: EGYPTIAN ARCHITECTURE. 80
- EGYPTIAN SCULPTURE AND PAINTING {I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL STUDIES}. See: EGYPTIAN ARCHITECTURE. 80
- ELEMENTS OF CLEAR THINKING, THE {I.M.; Bk/Series: 9-12; MULTI SK (crit t/comm); MULTI SUBJ} 80
- ENCYCLOPEDIA OF IGNORANCE, THE {I.M.; Bk: 10-12; MULTI SK (fore plan/crit t); SCIENCE.} 80
- ENGINE-UNITY (Kits; Centers) {I.M.; Kits/Bk: Elem/Sec; MULTI SK (ind stdy); MULTI SUBJ} 81
- ENRICHMENT TRIAD MODEL, THE a guide to developing defensible programs for the gifted and talented (P. Ref. TCHR) 49
- EVERYDAY ENRICHMENT FOR GIFTED CHILDREN AT HOME AND SCHOOL (P. Ref. PAR) 33
- EXCEPTIONAL CHILDREN* (P. Ref. JL) 20
- EXPLORATIONS (AV/Computer) 132
- EXPLORING BOOKS WITH CHILDREN* (P. Ref. TCHR) 59
- FACE TO FACE WITH GIFTEDNESS the first yearbook of the world council for gifted and talented children* (P. Ref. JL) 20
- FACES Magazine* (P. Ref. MAG) 25
- FACES OF CULTURE (AV/Computer) 134
- FACT FANTASY AND FOLKLORE {I.M.; Bk: 3-12; MULTI SK (creat'y/crit t/comm); L. ARTS (Literature)} 81
- FAST FORWARD (AV/Computer) 135
- FIGURAL ANALOGIES SERIES {I.M.; Bk/Mstrs: 5-12; CRIT T; MULTI SUBJ (Mathematics/Science)} 81
- FIGURAL CLASSIFICATIONS SERIES {I.M.; Bks/Mstrs: 4-12; CRIT T; MULTI SUBJ (Math/Sc)} 82
- FIGURAL SEQUENCE SERIES {I.M.; Bk/Mstrs: 4-12; CRIT T; MULTI SUBJ (Math/Sc)} 82
- FIGURAL SIMILARITIES SERIES {I.M.; Bk/Mstrs: 4-12; CRIT T; MULTI SUBJ (Math/Sc)} 82
- FILMS/FILMSTRIPS (AV/Computer) 122
- FIRST RESEARCH PROJECTS {I.M.; Bk: K-3; IND STDY; MULTI SK} 83
- FLIGHTS OF FANTASY {I.M.; Bk/A.V.; K-8; CREAT'Y/PERS GR; (MULTI SUBJ (L. Arts))} 83
- FOCUS ON {I.M.; Units: 1-6; MULTI SK; MULTI SUBJ (L. Arts/S.S./Sc)} 83
- FRAMES OF MIND the theory of multiple intelligences* (P. Ref. TCHR) 55
- FREEDOM TO LEARN FOR THE 80'S (P. Ref. TCHR) 50
- FROG AND TOAD THINKING BOOK, THE {I.M.; Bk: K-3; MULTI SK (crit t/creat'y); L. ARTS} 84
- FUN FOR KIDS an index to children's craft books {I.M.; Bk: K-8; MULTI SK; ART} 84
- FUTUREVISION {I.M.; Game: 5-Ad; FORE; MULTI SUBJ} 84
- FUTURIST, THE (P. Ref. JL) 18
- G/C/T (P. Ref. JL) 18
- GAMES (P. Ref. MAG) 26
- GATE* (P. Ref. JL) 20
- GEMINI {I.M.; Curr Gde: 4-12; MULTI SK; MULTI SUBJ} 84
- GIFTED AND TALENTED CHILDREN - UPDATE (AV/Computer) 128
- GIFTED AND TALENTED IN ART, THE a guide to program planning* (P. Ref. TCHR) 59
- GIFTED AND TALENTED MULTI-MEDIA KIT (AV/Computer) 123
- GIFTED AND TALENTED STUDENTS IN CANADA, THE results of a CEA survey (P. Ref. TCHR) 41
- GIFTED AND THE TALENTED, THE (AV/Computer) 136
- GIFTED CHILD AND ADULT* (P. Ref. PAR) 37
- GIFTED CHILD MONTHLY (P. Ref. PAR) 30
- GIFTED CHILD QUARTERLY (P. Ref. JL) 19
- GIFTED CHILD, THE (AV/Computer) 123, 124

- GIFTED CHILD. THE FAMILY AND THE COMMUNITY. THE (P. Ref. PAR) 35
- GIFTED CHILDREN (AV/Computer) 128
- GIFTED CHILDREN a guide for teachers and parents (P. Ref. PAR) 32
- GIFTED CHILDREN a resource study* (P. Ref. PAR) 37
- GIFTED CHILDREN IN THE SCHOOLS (AV/Computer) 128
- GIFTED CHILDREN MONTHLY (P. Ref. JL) 19
- GIFTED CHILDREN reaching their potential* (P. Ref. TCHR) 59
- GIFTED CHILDREN SPEAK OUT (P. Ref. PAR) 31
- GIFTED CHILDREN their psychology and education (P. Ref. TCHR) 45
- GIFTED EDUCATION critical evaluations of important books on identification, program development and research* (P. Ref. TCHR) 55
- GIFTED INTERNATIONAL JOURNAL (P. Ref. JL) 19
- GIFTED KIDS (AV/Computer) 124
- GIFTED KIDS SURVIVAL GUIDE(S). THE (I.M.; Bk; 5-12; MULTI SK (pers gr); MULTI SUBJ) 85
- GIFTED ONES. THE (AV/Computer) 124
- GIFTED PRESCHOOL CHILD. THE* (P. Ref. PAR) 36
- GIFTED PROGRAM IN ACTION, A (AV/Computer) 136
- GIFTED STUDENT AS FUTURE SCIENTIST. THE* (P. Ref. TCHR) 54
- GIFTED STUDENT INSTITUTE QUARTERLY* (P. Ref. TCHR) 59
- GIFTED STUDENTS (AV/Computer) 124, 125
- GIFTED YOUNG CHILDREN (P. Ref. PAR) 37
- GIFTED, THE developing total talent* (P. Ref. TCHR) 57
- GIFTEDNESS. CONFLICT AND UNDERACHIEVEMENT (P. Ref. TCHR) 51
- GO FLY A KITE (I.M.; Unit; 2-6; MULTI SK (ind stdy); MULTI SUBJ (Art/Drama/Sc)) 85
- GOOD APPLE creative learning series (I.M.; Bks/Series; K-12; CREAT'Y; MULTI SUBJ) 85
- GOOD APPLE NEWSPAPER* (P. Ref. JL) 17
- GOOD APPLE self concept series (I.M.; Bks/Series; 2-8; PERS GR; MULTI SUBJ) 86
- GOODBYE GUTENBERG (AV/Computer) 136
- GREEK ARCHITECTURE (I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL STUDIES). See: EGYPTIAN ARCHITECTURE. 87
- GREEK ART AND ARCHITECTURE (I.M.; Kit/A.V.; Sr-Ad & 4-9; MULTI SKILL; SOCIAL STUDIES.) See: EGYPTIAN ARCHITECTURE. 87
- GREEK MYTHOLOGY A LEARNING CENTER (I.M.; Kits; Elem/Sec; MULTI SK (ind stdy); MULTI SUBJ) 86
- GREEK MYTHS AND LEGENDS (I.M.; game; 2-up; MULTI SK; LITERATURE) 88
- GREEK SCULPTURE AND PAINTING (I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL STUDIES) See: EGYPTIAN ARCHITECTURE. 87
- GROKING INTO THE FUTURE (I.M.; Unit; 4-9; MULTI SK (ind stdy/fore plan); MULTI SUBJ) 87
- GROW YOUR OWN GENIUS (AV/Computer) 136
- GROWING UP GIFTED developing the potential of children at home and at school (P. Ref. TCHR) 42
- GUIDEBOOK FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS (IEP) FOR GIFTED AND TALENTED STUDENTS, A* (P. Ref. TCHR) 59
- GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED AND TALENTED, A* (P. Ref. TCHR) 59
- GUIDEPOSTS* (P. Ref. JL) 21
- GUIDING CREATIVE TALENT* (P. Ref. TCHR) 59
- GUIDING THE GIFTED CHILD a practical source for parents and teachers (P. Ref. PAR) 38
- HANDBOOK FOR DIFFERENTIAL EDUCATION OF THE GIFTED a taxonomy of 32 key concepts* (P. Ref. TCHR) 56
- HANDBOOK FOR PARENTS OF GIFTED AND TALENTED, A (P. Ref. PAR) 31
- HANDBOOK OF INSTRUCTIONAL RESOURCES AND REFERENCES FOR TEACHING THE GIFTED (P. Ref. TCHR) 47
- HIGHLIGHTS FOR CHILDREN (P. Ref. MAG) 26
- HISTORY OF THE EDUCATIONAL TREATMENT OF THE GIFTED (AV/Computer) 136
- HOW TO DEVELOP YOUR OWN CURRICULUM UNITS (I.M.; Curr Gde: El-Sec; MULTI SK (ind stdy); MULTI SUBJ) 88
- HOW TO ENCOURAGE GIRLS IN MATH & SCIENCE* (P. Ref. TCHR) 58

- HUMANITIES EDUCATION FOR GIFTED CHILDREN a differentiated instruction
guide for teachers and administrators* (P. Ref. TCHR) 58
- HUMPTY DUMPTY* (P. Ref. MAG) 25
- I AM NOT A SHORT ADULT (I.M.; Bk; 5-up; PERS GR; MULTI SUBJ) 88
- I HATE MATHEMATICS BOOK (I.M.; Bk; 5-up; MULTI SK; MATH) 88
- I LEONARDO - A JOURNEY OF THE MIND (AV/Computer) 137
- I Q MYTH, THE (AV/Computer) 125
- IAN MCKELLEN ACTING SHAKESPEARE (AV/Computer) 137
- IDEAS FOR TEACHING GIFTED STUDENTS (I.M.; Bks; K-12; MULTI SK; MULTI
SUBJ) 88
- IDENTIFICATION OF THE GIFTED AND TALENTED, THE* (P. Ref. TCHR) 57
- IDENTIFYING THE GIFTED (P. Ref. PAR)* 37
- IDENTIFYING THE GIFTED AND TALENTED* (P. Ref. TCHR) 57
- IF I WERE A ROAD (I.M.; Bk; 1-6; CREAT'Y; MULTI SUBJ) 89
- IF I WERE A TABLE (I.M.; Bk; 1-6; CREAT'Y; MULTI SUBJ) 89
- INCREDIBLE INDOOR GAMES BOOK, THE (I.M.; Bk; 1-8; MULTI SK; P.E./HLTH)
89
- INDUCTIVE THINKING SKILLS (I.M.; Bks/Mstrs; 1-Ad; MULTI SK (crit t); MULTI
SUBJ) 90
- INSERVICE TRAINING MANUAL activities for developing curriculum for the gifted-
talented* (P. Ref. TCHR) 59
- INSERVICE TRAINING MANUAL activities for identification program planning for the
gifted-talented* (P. Ref. TCHR) 59
- INTELLIGENCE, CREATIVITY AND THEIR EDUCATIONAL IMPLICATIONS* (P.
Ref. TCHR) 56
- INVENTIVE I, THE (Series) (I.M.; Bks; 4-12; CREAT'Y; MULTI SUBJ) 90
- ISSUES IN GIFTED EDUCATION* (P. Ref. TCHR) 59
- ITALIAN RENAISSANCE ARCHITECTURE AND SCULPTURE (I.M.; Kit/A.V.; Sr-Ad;
MULTI SKILL; SOCIAL STUDIES) See: EGYPTIAN ARCHITECTURE. 92
- ITALIAN RENAISSANCE ART AND ARCHITECTURE (I.M.; Kit/A.V.; Sr-Ad & 4-9;
MULTI SK; SOCIAL STUDIES) See: EGYPTIAN ARCHITECTURE. 92
- ITALIAN RENAISSANCE PAINTING (I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL
STUDIES.) See: EGYPTIAN ARCHITECTURE. 92
- ITS A GAS TO BE GIFTED or CPS FOR THE GIFTED AND TALENTED (I.M.; Bk;
4-12; CREAT'Y; MULTI SUBJ) 90
- ITS A MYSTERY (I.M.; Bk; 4-8; CRIT T; MULTI SKILL) 91
- ITS COOL TO BE SMART (AV/Computer) 125
- IVE GOT ME AND I'M GLAD a self awareness career (I.M.; Bk; Elem; PERS GR
(creat'y); MULTI SK (Career Ed)) 91
- JACK AND JILL* (P. Ref. MAG) 25
- JOHN BAKER'S LAST RACE (AV/Computer) 125
- JOURNAL FOR THE EDUCATION OF THE GIFTED (JEG). (P. Ref. JL) 20
- JOURNAL OF CREATIVE BEHAVIOUR (P. Ref. JL) 20
- JOURNAL-RELATED INFORMATION (P. Ref. JL) 21
- JOUST FOR FUN (I.M.; Unit; 4-8; MULTI SK (ind stdy); S.S.) 91
- JUNIOR GREAT BOOKS (I.M.; Bks; 2-9; MULTI SKILL; MULTI SUBJECT) 91
- JUNKYARD TREASURES (I.M.; Kit; 4-Ad; CREAT'Y; MULTI SUBJ) 91
- JUST THINK (Program Series) (I.M.; Bks; Pre K-Elem; MULTI SK; MULTI SUBJ)
92
- LANDSCAPES (AV/Computer) 137
- LATE MEDIEVAL ART AND ARCHITECTURE (I.M.; Kit/A.V.; Sr-Ad; MULTI SK;
SOCIAL STUDIES.) See: EGYPTIAN ARCHITECTURE. 92
- LATERAL THINKING a textbook of creativity* (P. Ref. TCHR) 55
- LEADERSHIP EDUCATION developing skills for youth* (P. Ref. TCHR) 59
- LEADERSHIP UNIT the use of teacher-scholar teams to develop units for the gifted*
(P. Ref. TCHR) 59
- LEARNING - DISABLED GIFTED CHILDREN, IDENTIFICATION AND
PROGRAMMING* (P. Ref. TCHR) 55
- LEFT BRAIN, RIGHT BRAIN (AV/Computer) 138
- LET'S FIND OUT* (P. Ref. MAG) 28
- LIBRARY MEDIA PROJECTS FOR THE GIFTED (P. Ref. TCHR) 46
- LIFE ON EARTH (AV/Computer) 138
- LIFE SCIENCE (AV/Computer) 139

- LITERARY CAVALCADE* (P. Ref. MAG) 28
- LIVING PHILOSOPHIES {I.M.; Bks: 9-12; MULTI SK (crit t); MULTI SUBJ} 93
- LIVING WITH A GIFTED CHILD (P. Ref. PAR) 37
- LOGIC ANYONE? {I.M.; Bk: 5-12; CRIT T; MULTI SK} 94
- LOGIC GATES (AV/Computer) 149
- LOGO, WORDS AND IDEAS (AV/Computer) 149
- LOVING AND BEYOND science teaching for the humanistic classroom {I.M.; Bk: 4-6; MULTI SK; SCIENCE} 94
- M A G I C K I T S {I.M.; Bk: 1-9; MULTI SK (ind stdy); MULTI SUBJ} 94
- MAGPIE (P. Ref. MAG) 26
- MAKE BELIEVE games and activities to foster imaginative play in young children {I.M.; Bk; Pre K-K; CREAT'Y (pers gr); P.E.} 95
- MAKING IT STRANGE a new design for creative thinking {I.M.; Bks: 2-7; CREAT'Y; L. ARTS (Writing)} 95
- MAN CREATES SERIES {I.M.; Bks: 2-8; MULTI SK (creat'y/ind stdy); MUTLI SUBJ (Humanities)} 95
- MANAGING THE SOCIAL AND EMOTIONAL NEEDS OF THE GIFTED a teacher's survival guide* (P. Ref. TCHR.) 55
- MATHEMATICAL TALENT discovery, description and development* (P. Ref. TCHR) 58
- MECC INFORMATION MANAGER (AV/Computer) 150
- MECC STUFF AND FETCH (AV/Computer) 150
- MECC TRIVIA MACHINE (AV/Computer) 150
- MEDIEVAL ART AND ARCHITECTURE {I.M.; Kit/A.V.; Sr-Ad & 4-9; MULTI SK; SOCIAL STUDIES.) See: EGYPTIAN ARCHITECTURE. 92
- MEMBER EXCHANGE* (P. Ref. JL) 21
- MENSA GENIUS QUIZ BOOK TWO, THE {I.M.; Bk: 5-Ad; MULTI SK; MULTI SUBJ;} 96
- MENTOR RELATIONSHIPS how they and creative achievement endure, change and die* (P. Ref. TCHR) 59
- MENTORING an annotated bibliography* P. Ref. TCHR) 57
- MIDWEST PUBLICATIONS' comprehensive thinking skills program {I.M.; Bks: 1-Ad; CRIT T; MULTI SK} 96
- MIND BENDERS (Deductive Thinking Skills) {I.M.; Bk/Mstrs: K-12; CRIT T; MULTI SUBJ} 96
- MIND PUZZLES (AV/Computer) 150
- MINDSTORMS children, computers and powerful ideas* (P. Ref. TCHR) 57
- MINDSTRETCHERS exercises to sharpen perception and problem solving skills {I.M.; Kit/A.V.; 1-6; CRIT T; MULTI SUBJ} 97
- MINI CENTER KITS {I.M.; Kit; 3-8; IND STDY; MULTI SK} 96
- MODELING (AV/Computer) 151
- MOUNTAINS TO CLIMB a handbook of resources for the gifted and talented* (P. Ref. TCHR) 56
- MOUSE IN THE MAZE (AV/Computer) 151
- MULTI MEDIA PROGRAMS ON HISTORY THROUGH ART AND ARCHITECTURE (SERIES) {I.M.; Kit/A.V.; 4-Ad; MULTI SK; SOCIAL STUDIES} 92
- N/S-LTI-G/T QUARTERLY BULLETIN* (P. Ref. JL) 22
- NATIONAL GEOGRAPHIC WORLD (P. Ref. MAG) 26
- NEW DIRECTIONS IN CREATIVITY {I.M.; Bks: K-8; CREAT'Y; MULTI SUBJ} 98
- NEW LITERACY, THE (AV/Computer) 139
- NEW VOICES IN COUNSELLING THE GIFTED* (P. Ref. TCHR) 54
- NEW WAY TO USE YOUR BEAN, A developing thinking skills in children {I.M.; Bk; K-4; MULTI SK (crit t/creat'y); MULTI SUBJ} 98, 99
- NEWBERY SKILL BUILDERS {I.M.; Bk/Cds: 4-7; MULTI SK; L. ARTS (Literature)} 98
- NIGHT SKY BOOK, THE {I.M.; Bk: 5-up; MULTI SK; SC (Astronomy)} 99
- NUMBER SYSTEMS (AV/Computer) 152
- NUMISMATICS a coin word (revised) {I.M.; Bk: 2-8; MULTI SK (ind stdy); MULTI SK (S.S./Math)} 99
- OCEANUS the marine environment (AV/Computer) 140
- ODYSSEY a curriculum for thinking (series) {I.M.; Bks: 4-8; MULTI SK; MULTI SUBJ} 100
- ODYSSEY the young people's magazine of astronomy and outer space (P. Ref. MAG)

- 27
 ON BEING GIFTED (P. Ref. PAR) 30
 ON THE NOSE fostering creativity, problem solving and social reasoning (I.M.; Bk; K-4; MULTI SK (creat'y/crit t/pers gr)) 100
 ON THE ROAD TO CREATIVITY (I.M.; Bk; 2-5; CREAT'Y; MULTI SUBJ) 100
 ONE GIANT STEP the integration of children with special needs (AV/Computer) 141
 ONE HUNDRED WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM a handbook for teachers and parents (P. Ref. TCHR) 41
 OPTIMIZING LEARNING the integrative education model in the classroom* (P. Ref. TCHR) 59
 OPTIONS a guide for creative decision making (I.M.; Bk; 4-8; DEC MKG; MULTI SUBJ) 101
 OREGON SERIES ON TALENTED AND GIFTED EDUCATION (P. Ref. PAR) 36
 ORGANIZING A PARENT SUPPORT GROUP FOR TALENTED AND GIFTED* (P. Ref. PAR) 36
 OWL (P. Ref. MAG) 27
 OWL'S PUZZLES AND PUZZLERS* (P. Ref. MAG) 27
 OWL'S QUESTION & ANSWER BOOK* (P. Ref. MAG) 27
- P E P P E R SERIES, THE (I.M.; Units; 1-3; MULTI SK (creativity); MULTI SUBJ (Sc/S.S.)) 101
 PARENTING GIFTED CHILDREN (P. Ref. PAR) 36
 PARENTING THE GIFTED developing the promise (P. Ref. PAR) 37
 PARENTSPEAK ON GIFTED AND TALENTED CHILDREN (P. Ref. PAR) 31
 PATCHWORK activities to promote flexible thinking (I.M.; Bk; 4-8; MULTI SK (creat'y/crit t); MULTI SUBJ) 101
 PATHS OF DEVELOPMENT (AV/Computer) 141
 PEARLS IN THE ALPHABET SOUP (AV/Computer) 125
 PEBBLE MATH ACTIVITIES (I.M.; Bks; 3-8; CRIT T; MATH) 102
 PEGASUS (I.M.; Bk/Units; 4-12; MULTI SK; MULTI SUBJ) 102
 PENNY POWER (P. Ref. MAG) 27
 PENTOMINO ACTIVITIES (I.M.; Kit; 3-7; MULTI SK (crit t); MATH (Geometry)) 102
 PEOPLE OF THE RIM WORLDS (I.M.; Unit; 4-9; MULTI SK (ind stdy/fore plan); MULTI SUBJ) 88
 PHILOSOPHY AND THE YOUNG CHILD (P. Ref. TCH) 57
 PHILOSOPHY FOR CHILDREN (Series) (I.M.; Bks; K-12; CRIT T; MULTI SK) 103
 PICTURE BOOKS FOR GIFTED PROGRAMS (P. Ref. TCHR) 49
 PLAYS the drama magazines for young people (P. Ref. MAG) 27
 PLEXERS AND MORE PLEXERS (I.M.; Bks; 4-up; CRIT T; MULTI SUBJ) 104
 POINT OF VIEW (AV/Computer) 141
 POLITICS OF WORKING TOGETHER IN A GIFTED AND TALENTED PROGRAM, THE (AV/Computer) 142
 PONDERING PLANTS (I.M.; Bk; 1-3; MULTI SKILL; SC (Botany)) 104
 POSTER PROBLEMS (Mathematics Series) (I.M.; Series; 4-12; CRIT T; MATH) 105
 PRIMA PORTA-CENTER KITS (I.M.; Kit; K-2; MULTI SK (ind stdy); L. ARTS (Literature)) 105
 PRIMARY THINKING SKILLS (I.M.; Bks; Primary; MULTI SK (crit t); MULTI SUBJ) 105
 PRIME TIME THINKING SKILLS (I.M.; Bk; 2-5; CRIT T/DEC MKG; MULTI SUBJ) 106
 PRIME TIME WRITING SKILLS (I.M.; Bk; 2-5; MULTI SK (crit t/comm); L. ARTS (Writing)) 106
 PRINCIPLES, OBJECTIVES AND CURRICULA FOR PROGRAMS IN THE EDUCATION OF GIFTED AND TALENTED PUPILS KINDERGARTEN THROUGH GRADE TWELVE* (P. Ref. TCHR) 59
 PRISM a magazine by and for the gifted and talented (P. Ref. JL) 20
 PROBLEM SOLVING STRATEGIES (AV/Computer) 152
 PRODUCTIVE THINKING PROGRAM, THE a course in learning to think (I.M.; Kit; 5-10; CREAT'Y; MULTI SUBJ) 106
 PROGRAM DESIGN AND DEVELOPMENT FOR GIFTED AND TALENTED STUDENTS* (P. Ref. TCHR) 58
 PROGRAMS, LEADERS, CONSULTANTS AND OTHER RESOURCES IN GIFTED AND TALENTED EDUCATION* (P. Ref. TCHR) 56
 PROVIDING PROGRAMS FOR THE GIFTED AND TALENTED a handbook (P. Ref. TCHR) 47

- PROVIDING PROGRAMS FOR THE GIFTED HANDICAPPED* (P. Ref. TCHR) 59
 PSYCHOEDUCATIONAL DEVELOPMENT OF GIFTED AND TALENTED
 LEARNERS* (P. Ref. TCHR) 58
 PSYCHOLOGY AND EDUCATION OF GIFTED CHILDREN, THE (P. Ref. TCHR)
 51
 PSYCHOLOGY AND EDUCATION OF THE GIFTED (P. Ref. TCHR) 41
 PUT YOUR MOTHER ON THE CEILING childrens' imagination games {I.M.; Bk; K-3;
 CREAT'Y; MULTI SK (L. Arts)} 107
- Q's-n-A's {I.M.; Game: 3-9; CREAT'Y; MULTI SUBJ} 107
 QUARTER TILL HUMAN {I.M.; Unit; 4-9; MULTI SK (ind stdy/fore plan); MULTI
 SUBJ} 88
 QUIZZLES AND MORE QUIZZLES {I.M.; Mstrs; 7-12; CRIT T; MULTI SUBJ} 107
- RAISING BRIGHTER CHILDREN a program for busy parents (P. Ref. PAR) 34
 RANGER RICK (P. Ref. MAG) 28
 RAT PACKS {I.M.; Kits; 7-12; IND STDY; MULTI SUBJ (L. Arts/Sc/S.S.)) 108
 REACH (Series) {I.M.; Bks; 2-8; MULTI SK (crit t); MATH} 108
 REACH EACH YOU TEACH {I.M.; Bk; 3-12; MULTI SK; MULTI SUBJ} 109
 REACHING THE GIFTED CHILD (P. Ref. TCHR) 44
 READ MAGAZINE* (P. Ref. MAG) 28
 READY, SET, READ best books to prepare preschoolers* (P. Ref. TCHR) 57
 REASONS FOR SEASONS, THE {I.M.; 4-up; MULTI SK; SC (Meteorology)} 109
 RESEARCH BOOK for gifted programs K-8 THE {I.M.; Bk; K-8; IND STDY; MULTI
 SUBJ} 109
 RESEARCH BOOK OF SPORTS AND CARS THE {I.M.; Bk; 4-7; IND STDY; MULTI
 SUBJ} 110
 RESOURCE GUIDE TO PRESCHOOL AND PRIMARY PROGRAMS FOR THE
 GIFTED AND TALENTED, A* (P. Ref. TCHR) 56
 ROEPER REVIEW a journal on gifted education (P. Ref. JL) 20
 ROMAN ARCHITECTURE {I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL STUDIES}
 See: EGYPTIAN ARCHITECTURE. 100
 ROMAN ART AND ARCHITECTURE {I.M.; Kit/A.V.; Sr-Ad & 4-9; MULTI SK; SO-
 CIAL STUDIES} See: EGYPTIAN ARCHITECTURE. 400
 ROMAN SCULPTURE AND PAINTING {I.M.; Kit/A.V.; Sr-Ad; MULTI SK; SOCIAL
 STUDIES} See: EGYPTIAN ARCHITECTURE. 100
- S O I SOURCEBOOKS (Series) {I.M.; Bks; K-8; MULTI SK; MULTI SUBJ} 110
 SCAMPER games for imagination development {I.M.; Bk; K-12; CREAT'Y/PERS GR;
 MULTI SUBJ} 110
 SCAMPER ON for creative imagination development {I.M.; Bk; K-12-up;
 CREAT'Y/PERS GR; MULTI SUBJ} 111
 SCHOLASTIC MATH* (P. Ref. MAG) 28
 SCHOLASTIC VOICE (P. Ref. MAG) 28
 SCHOOL'S OUT - NOW WHAT? creative choices for your child (P. Ref. PAR) 31
 SCHOOLWIDE ENRICHMENT MODEL a comprehensive plan for educational excel-
 lence, A* (P. Ref. TCHR) 59
 SCIENCE WORLD* (P. Ref. MAG) 28
 SEARCH FOR "SATORI" AND CREATIVITY, THE (P. Ref. TCHR) 51
 SECONDARY PROGRAMS FOR THE GIFTED AND TALENTED (P. Ref. TCHR)
 40
 SECRETS AND SURPRISES {I.M.; Bk; K-8; MULTI SK (creat'y/pers gr); L. ARTS}
 111
 SELF STARTER KIT FOR INDEPENDENT STUDY {I.M.; Bk; 4-8; IND STDY;
 MULTI SUBJ} 111
 SHOW PROMISE, SHOULD GO FAR (AV/Computer) 126
 SIT DOWN, SHUT UP OR GET OUT (AV/Computer) 126
 SOAR a program for the gifted (Series) {I.M.; Bks; 5-15; MULTI SK; MULTI SUBJ}
 112
 SOLUTIONS UNLIMITED (AV/Computer) 142
 SOMEWHERE TO TURN strategies for parents of gifted and talented children (P. Ref.
 PAR) 32
 SPATIAL CHILD, THE* (P. Ref. TCHR) 55
 SPECIAL EDUCATION IN CANADA* (P. Ref. JL) 20
 SPECIAL EDUCATION TECHNIQUES lab science and art (AV/Computer) 126
 STONES AND BONES ARCHAEOLOGY {I.M.; Bk/Unit; 3-8; MULTI SK (ind

- stdy/creat'y); SOCIAL STUDIES} 112
 STORIES TO STRETCH MINDS {I.M.; Bk; Elem.up; MULTI SK (creat'y); MULTI
 SUBJ} 100
 STRANGE AND FAMILIAR book III {I.M.; Bk; Elem; MULTI SK (creat'y/comm);
 MULTI SUBJ} 113
 STRETCHING YOUR THINKING UNITS a workout for the mind {I.M.; Units (series);
 1-8; MULTI SK; MULTI SUBJECT} 113
 STRUCTURE OF THE INTELLECT, THE its interpretation and use,* (P. Ref. TCHR)
 57
 SUPER-COLOSSAL BOOKS OF PUZZLES, TRICKS AND GAMES {I.M.; Bk; 1-9;
 MULTI SK (crit t); MULTI SUBJ} 114
 SUPERKIDS* (P. Ref. PAR) 185
 SUPERTOT (P. Ref. PAR) 35
 SYNERGETICS curriculum units; resource books {I.M.; Bks/Units; 1-8; MULTI SK (ind
 stdy); MULTI SUBJ} 114

 T O P S techniques of problem solving (Series) {I.M.; Kits; K-12; CRIT T; MATH}
 114
 TALENTED AND GIFTED EDUCATION POLICY* (P. Ref. PAR) 37
 TALENTED AND GIFTED SCHOOL PROGRAMS* (P. Ref. PAR) 36
 TALES TOO GOOD TO MISS {I.M.; Bk; 1-6; MULTI SK; L.ARTS (Literature)} 115
 TANGRAMATH {I.M.; Bk; 1-10; MULTI SK (crit t); MATH} 115
 TAXONOMY OF EDUCATIONAL OBJECTIVES handbook 1 cognitive domain* (P.
 Ref. TCHR) 54
 TAXONOMY OF EDUCATIONAL OBJECTIVES handbook 2 affective domain* (P. Ref.
 TCHR) 57
 TEACHING CREATIVELY learning through discovery* (P. Ref. TCHR) 57
 TEACHING EXCEPTIONAL CHILDREN* (P. Ref. JL) 20
 TEACHING GIFTED CHILDREN AND ADOLESCENTS* (P. Ref. TCHR) 58
 TEACHING GIFTED CHILDREN AND STORY WRITING a guide for teaching gifted
 and talented children in the elementary and middle schools (P. Ref. TCHR)
 43
 TEACHING GIFTED CHILDREN THROUGH MOTOR LEARNING (P. Ref. TCHR)
 46
 TEACHING HIGHER ORDER THINKING SKILLS TO GIFTED STUDENTS a sys-
 tematic approach* (P. Ref. TCHR) 55
 TEACHING IS LISTENING {I.M.; Bk; 4-9; MULTI SK (creat'y/crit t); MULTI SUBJ}
 116
 TEACHING MODELS IN EDUCATION OF THE GIFTED (P. Ref. TCHR) 49
 TEACHING PROBLEM SOLVING STRATEGIES {I.M.; Bk/Unit; 6-10; CRIT T;
 MATH} 116
 TEACHING PROBLEM SOLVING* (P. Ref. TCHR) 58
 TEACHING THE GIFTED AND TALENTED IN THE ENGLISH CLASSROOM* (P.
 Ref. TCHR) 59
 TEACHING THE GIFTED AND TALENTED IN THE MATHEMATICS CLASSROOM*
 (P. Ref. TCHR) 59
 TEACHING THE GIFTED AND TALENTED IN THE SCIENCE CLASSROOM* (P.
 Ref. TCHR) 59
 TEACHING THE GIFTED AND TALENTED IN THE SOCIAL STUDIES
 CLASSROOM* (P. Ref. TCHR) 59
 TEACHING THE GIFTED AND TALENTED ORAL COMMUNICATION AND
 LEADERSHIP (P. Ref. TCHR) 45
 TEACHING THE GIFTED CHALLENGING THE AVERAGE (P. Ref. TCHR) 48
 TEACHING THE GIFTED CHILD (P. Ref. TCHR) 46
 TEACHING YOUR CHILD TO LEAD a parent's guide (P. Ref. PAR) 32
 TEENAGE WHIZ KIDS (AV/Computer) 127
 THINK ABOUT (AV/Computer) 142
 THINKING IN THE CLASSROOM a survey of programs (P. Ref. TCHR) 42
 THINKING the journal of philosophy for children (P. Ref. JL) 21
 TOWARD EXCELLENCE IN GIFTED EDUCATION* (P. Ref. TCHR) 59
 TRIAD READER, THE* (P. Ref. TCHR) 59
 TURTLE* (P. Ref. MAG) 25
 TWO HUNDRED WAYS OF USING IMAGERY IN THE CLASSROOM {I.M.; Bk; 1-8;
 CREAT'Y; MULTI SUBJ} 116

 UNCONVENTIONAL INVENTION BOOK, THE {I.M.; Bk; 3-12; CREATIVITY; MULTI

- SK) 117
- UNICORNS ARE REAL a right-brained approach to learning {I.M.; Bk; Elem; MULTI SK; MULTI SUBJ.} 117
- UNICORNUCOPIA a guidebook for gifted and talented {I.M.; Curr Gde; K-8; MULTI SK; MULTI SUBJ} 117
- USING JUNIOR NOVELS TO DEVELOP LANGUAGE AND THOUGHT five integrative teaching guides {I.M.; Bk; Elem; MULTI SK; L. ARTS}} 118
- VALUE REASONING SERIES {I.M.; Unit/Gde; 11-up; PERS GR/DEC MKG; MULTI SK (Sc/S.S.)) 118
- VIDEOTAPES (AV/Computer) 129
- WAY BEYOND THE IQ guide to improving intelligence and creativity* (P. Ref. TCHR) 56
- WEEKLY READER* (P. Ref. MAG) 28
- WFF THE BEGINNER'S GAME OF LOGIC See: WFF'N PROOF: the game of modern logic. {I.M.; Games; 1-Ad; MULTI SK (crit t); MULTI SUBJECT} 119
- WFF'N PROOF the game of modern logic {I.M.; Games; Gr. 7-up; MULTI SK (crit t); MULTI SUBJECT} 118
- WHACK ON THE SIDE OF THE HEAD. A how to unlock your mind for innovation {I.M.; Bk; 7-up; MULTI SK (creat'y); MULTI SUBJ} 119
- WHAT MAKES GIFTEDNESS? a reexamination of the definition of the gifted and talented* (P. Ref. TCHR) 59
- WHATABOUT (AV/Computer) 144
- WHATEVER HAPPENED TO THE QUIZ KIDS? perils and profits of growing up gifted* (P. Ref. TCHR) 55
- WHO ARE THE GIFTED? definitions and identification* (P. Ref. PAR) 37
- WHO ARE THESE PEOPLE? (AV/Computer) 127
- WHO IS GIFTED?* (P. Ref. PAR) 36
- WHY MAN CREATES (AV/Computer) 127
- WILL YOU HELP ME CREATE THE FUTURE TODAY a guide to making it happen {I.M.; Unit; 4-12; MULTI SK (fore plan); MULTI SUBJ} 119
- WITH EYES WIDE OPEN (AV/Computer) 127
- WONDERING invitations to think about the future for primary grades {I.M.; BK; K-3; FORE PLAN/DEC MKG; MULTI SUBJ} 119
- WORLD AT WAR, THE (AV/Computer) 145
- WORLD GIFTED NEWSLETTER* (P. Ref. JL) 19
- WORLD OF THE GIFTED CHILD, THE (P. Ref. PAR) 38
- WRITING A NARRATIVE (AV/Computer) 152
- WRITING AN OPINION PAPER (AV/Computer) 153
- YOU AND THE GIFTED CHILD (P. Ref. PAR) 32
- YOU, ME & TECHNOLOGY (AV/Computer) 145
- YOUR GIFTED CHILD AND YOU (P. Ref. PAR) 33